

URBAN/MUNICIPAL

CA4 ON HBL W26

A37

January 10th, 1990

AGENDA OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE OF THE BOARD
OF EDUCATION

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

S P E C I A L M E E T I N G

URBAN/MUNICIPAL

CA4 ON HBL W26
A37
1990

1990 01 10

URBAN MUNICIPAL

JAN 22 1990

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop, Desmarais, Kennedy and Clarke; Mesdames Dennis, Masters, Mazza, Oommen, Schram, Trott and Warren; Miss Dalziel and Ms. Knol; Drs. Marshall and Toby; Messrs. Adamson and Foster)

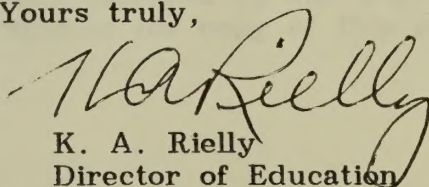
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1990 01 17 in Rooms 2, 3 and 4 at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

URBAN MUNICIPAL

JAN 22 1990

GOVERNMENT DOCUMENTS



A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE

1990 01 17

Confirmation of minutes of the last meeting 1989 12 11.

BUSINESS ARISING OUT OF THE MINUTES:

- 1) Election of Vice Chairman
- 2) Member Organization Update (see attached)

GENERAL

ACTION ITEMS

- 3) Annual Review J. Bishop
- 4) Future Meetings (Agendas) - Page 1 J. Bishop
- 5) Ministry Special Education Report R. Adams
- 6) Tabled Motion:
That SEAC recommend to the Board that:
 - a) improved accessibility for disabled children be a primary concern in any renovation or repair made by the Board, its staff or agents of the Board,
 - b) the concern for improved access be reflected in all pertinent Board manuals and Operations Procedures, and
 - c) SEAC receive a report in September, 1990, outlining the specific steps taken to ensure improved accessibility in ongoing renovation and repair.
- 7)
 - a) Trainable Retarded (Name Change) D. Marshall
 - b) Correspondence from the Windsor Board of Education regarding definition of Trainable Retarded referred by the Board 1989 12 19 (please refer to 1989 12 11 minutes for copy of this correspondence)

- 8) School Hours I. Adamson

INFORMATION ITEMS

- 9) Priority Agenda Item
 - a) Special Education Plan 1989/90 - Pages 2 to 5 R. Adams
- 10) Budget Update re: Resources J. Yurkiw
- 11) Decentralization, I.P.R.C. R. Adams
(Identification, Placement and Review Committee)

ELEMENTARY/SECONDARY

INFORMATION ITEMS

- 1) Priority Agenda Item
 - a) Area 3 - Update R. Binns
Supt. of Schools
- 2) Middle School, Special Educators R. Adams

Video Presentation "I Am Not Stupid"
6:30 p.m.

**SPECIAL EDUCATION ADVISORY COUNCIL
MEMBERSHIP 1989-1990**

Chairman of S.E.A.C.

Bishop, Mrs. Judith
131 Barclay Street
Hamilton, Ontario L8S 1P6
H: 528-7740

Elected Officials of the Board

Bishop, Mrs. Judith
Clarke, Mrs. Mary Caye (Chairman of the Board)
Desmarais, Mr. Jean
Kennedy, Mr. Peter

Members of Local Associations/Organizations:

Adamson, Mr. Ian
Ontario Society of Autistic Citizens
Hamilton-Wentworth Chapter
B: 1-688-5550 Ext. 3917
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100, Ext. 7416
H: 522-5413

Dennis, Ms. Sophie
About FACE
527-8539

Foster, Mr. Jeff
C.N.I.B.
Parents' Committee
B: 528-8555

Marshall, Dan
Ham. & District Assoc
for the Mentally Retarded
B: 522-5522
H: 525-1140

Knol, Ms. Doreen
Assoc. for Bright
Children
H: 522-0620

Masters, Mrs. Judy
Hamilton and District Parents
of Disabled Children
H: 383-2384

Oommen, Mrs. Frances
Down's Syndrome Assoc.
H: 383-4779

Trott, Mrs. Sylvia
Association for
Children & Adults
with Learning
Disabilities
H: 523-1332

Warren, Mrs. Liz
Hamilton Council for
Home & School
H: 525-0358

Additional Members of S.E.A.C.:

Mazza, Ms. Vida
Hamilton Wentworth
Home Care Program
B: 523-8600

Schram, Mrs. Geraldine
Augmentative Communications
Collective
B: 521-2100 Ext. 7833

Toby, Dr.J.
Ontario Psychological
Association
H: 528-6058

Resource Person:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
521-2100 Ext. 7207

Ormerod, Lynn
Canadian Hearing Society
H: 648-7806

Board Representatives

Yurkiw, Joe
Assistant Superintendent
of Special & Educational
Services
B: 527-5092, Ext. 360

Adams, Bob
Coordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, A.,
Ham Teacher Fed.

Kunc, A.,
Ham Principals Assoc.

Jazvac, B.,
Secondary Sch.Principals Assoc.

Secretary:

Vander Beek, Mrs. Claire
B: 527-5092, Ext. 2741

Recommendations of SEAC Agenda Sub-Committee

1. Someone to welcome people before meetings.
2. Someone to thank presenters and send a thank you note.
3. One trustee to give a Board update.
4. Explain about the information cart, its contents and availability
5. List all recipients of SEAC minutes.
6. Organization Presentation:
 - Each organization once a year makes a five minute presentation about:
 - those served
 - define the special needs and educational implications
 - resources available to clients
 - major issues facing the organization
 - prevalence of special needs within the Hamilton Board
7. When important issues are to be raised, get in touch with the Chairman before meeting.
8. Agenda items - A single line of explanation of subject matter
9. Have an informal meeting in a restaurant.
10. On agenda, list all people who sit on the Special Education Advisory Committee
11. The Vice Chairman to have pre-meeting discussion with speakers addressing Priority Agenda items concerning topic, time required and relevant material.
12. Chairman is available for information. Items 1, 2 and 3 are to be reviewed at each December meeting.

Submitted by:

J. Bishop - D. Knol - S. Trott - L. Warren

1990 01 17

THE NEW YORK PUBLIC LIBRARY
ASTOR LENOX TILDEN FOUNDATION

1. The first part of the book is devoted to a general survey of the history of the United States from the discovery of the continent to the present time. The author discusses the various stages of the country's development, from the early years of exploration and settlement to the present day.
2. The second part of the book is devoted to a detailed study of the political and social conditions of the United States. The author examines the various factors that have shaped the country's development, including the influence of the Constitution, the growth of the federal government, and the role of the states.
3. The third part of the book is devoted to a study of the economic conditions of the United States. The author discusses the various industries and the role of the government in the economy, as well as the impact of the various economic crises that have occurred in the country's history.
4. The fourth part of the book is devoted to a study of the cultural conditions of the United States. The author examines the various influences that have shaped the country's culture, including the role of the arts, literature, and the media.
5. The fifth part of the book is devoted to a study of the foreign relations of the United States. The author discusses the various policies that the country has pursued in its dealings with other nations, from the early years of isolationism to the present day.
6. The sixth part of the book is devoted to a study of the future of the United States. The author discusses the various challenges that the country faces in the years ahead, including the impact of technological change, the environment, and the global economy.

Published by
The New York Public Library
Astor Lenox Tilden Foundation
1900

DEPARTMENT ACTION PLANS

1989-1990

AREA OF EMPHASIS: CONTINUED INITIATIVES

STRATEGY	WHO FACILITATES	WHEN BEGIN	END
1.1 Seek representation on Curriculum Council	Bob Adams/Paul Smith	September	June
1.2 Implement year 2 of the SERT pilot program	Ed Wiens	September	June
1.3 Implement "linkage" (mentor) program for new Special Education Teachers	Georgina Pain Wanda Lane/ Ed Wiens	September	June
1.4 Develop and implement strategies to communicate Department Action Plans to the system.	Bob Adams Ed Wiens	September	October
1.5 Write and implement System Guidelines for Special Education.	Bob Adams	September	December
1.6 Coordinate system in-service for all exceptionalities	Coordination Council	September	May
1.7 Continue the development of new DART Operating procedures and in-service principals on the contents.	Consultants	September	January
1.8 Review and update all Special Education Forms	Bob Adams/Paul Smith	October	December
1.9 Implement a SIPRC Transitional Plan Phase 1 to facilitate the shift of system IPRC's to the Areas	Bob Adams	September	June
1.10 Complete and in-service the Secondary LRT handbook	Ed Wiens/Paul Smith	September	December
1.11 Complete a "Special Services Programs and Services" community and agency manual.	Ed Wiens	September	December
1.12 Complete and in-service community "Special and Educational Services" information Abstracts (brochures)	Ed Wiens/Eric Hipkiss Georgina Pain/Paul Smith	September	December
1.13 Complete and in-service staff "Special and Educational Services" special education staff handbook (abstracts and modules)	Ed Wiens/Georgina Pain Eric Hipkiss/Paul Smith	September	June
1.14 Implement a Student Registry system	Dave Hutton	September	June
1.15 Implement and in-service Special Education Report Card procedures	Area consultants	September	November
1.16 Expand opportunities for shared in-service among surrounding Boards.	Ed Wiens	September	June

DEPARTMENT ACTION PLANS

1989-1990

AREA OF EMPHASIS: NEW INITIATIVES

STRATEGY	WHO FACILITATES	WHEN BEGIN	END
2.1.0 Clarify Area and System responsibilities for consultants	Bob Adams	September	October
2.1.1 Review Co-ordinators Role Description	Bob Adams/Wanda Lane	October	October
2.1.2 Review Role of Consultants for Department	Eric Hipkiss Ed Wiens/Georgina Pain	November	November
2.2.1 Prepare a plan to expand involvement with curriculum	Bob Adams/Paul Smith	September	October
2.2.2 Prepare a plan to expand involvement with the Staff Development Department	Ed Wiens	September	
2.3 Initiate a formal process in order to share Conference feedback among Consultants	Bob Adams	October	October
2.4 Participate in a Special Education Staffing Review (Board initiative)	Joe Yurkiw	September	December?
2.5 Prepare an action plan for initiation of Secondary Self contained class for L.D. Adolescents	Dave Hutton/Paul Smith	September	November
2.6 Prepare a rationale and formal request for the continuation of the Special Education In-Service Consultant prior to 1991 Budget submission.	Ed Wiens Bob Adams	September	November
2.7 Provide in-service for Special Education consultants regarding Westmount 1990.	Georgina Pain	October	October
2.8 Conduct in-service for the Spalding reading program for SLD/GLD teachers, and develop a profile of students who would benefit from this approach.	Georgina Pain Wanda Lane	Fall	Spring
2.9 Facilitate the relocation of Vincent Massey students	Eric Hipkiss	September	June
2.10 Conduct Curriculum review of TR program	Eric Hipkiss	September	June
2.11 Consultants become involved in Budget submissions	Bob Adams	September	October

continued.....

- 2.12.1 Clearly outline the implications of the ESL expansion
- 2.12.2 Form an ESL/ESD in-service steering committee
- 2.12.3 Consider pyramid model in each Area, using the Key teacher concept
- 2.12.4 Initiate a study to consider the appropriateness of ESL/ESD as part of the Spec. Ed. department
- 2.13 Plan for the CEC '91 Conference
- 2.14 Develop a plan for posting and selection of Special Education teachers, in co-operation with the Human Resources Department.
- 2.15 Conduct a review of the Behavioural programs
- 2.16 Assist Area 3 in the review of their DART process
- 2.17 Assist with Area 3 Secondary Special Education issues
- 2.18 Develop a long range plan for computers and Special Education.
- 2.19 Investigate a middle school Autistic Program
- 2.20 Prepare and present a proposal for a Special Class at Delta
- 2.21 Investigate the establishment of a senior/liaison speech pathologist role
- 2.22 Prepare "Special and Educational Services" information modules for distribution to all schools and area offices.
- 2.23 Prepare a proposal for monthly statistical reports
- 2.25 Investigate the possibility of a "teacher registry" for career and system service planning

Neville Nunes	September	October
Neville Nunes	September	
Neville Nunes	Fall	
Bob Adams/Neville Nunes	January	
Wanda Lane	September	June
Bob Adams Ed Wiens	September	February
Dave Hutton	September	December
Dave Hutton/Ed Wiens	September	January
Dave Hutton	September	June
Dave Hutton	September	December
Paul Smith	September	January
Bob Adams/Dave Hutton Georgina Pain	September	December
Bob Adams	September	December
Ed Wiens/Georgina Pain Eric Hipkiss/Paul Smith	September	June
Dave Hutton/Bob Adams	September	October
Bob Adams	September	September

continued.....

2.26 Discuss special in-service needs with HSSPA and offer to provide.	Dave Hutton/Paul Smith	September
2.27 Area Consultants and Secondary LRT/Principal's meet to agree upon a Special Education In-service plan for their school.	All Area Consultants	September
2.28 Create a supplementary information package for new primary/junior teachers and in-service	Georgina Pain Wanda Lane	September
2.29 Assess the "Adopt - a - school" project and report to the Department	Eric Hipkiss/Paul Smith.	January
2.30.1 Form an elementary and secondary Gifted Committee (as part of the Gifted Review Committee) to prepare program and staffing recommendations relative to the needs of the talented, gifted, and bright students, in time to impact on the 1990 budget decision making.	Ed Wiens/Georgina Pain	September November
2.30.2 Consider principal in-service for those with self-contained gifted classes	Georgina Pain	September
2.31 Initiate "Pro Tem" meetings with HPA for issues arising	Bob Adams	September
2.32 Provide in-service to consultants on Behavioural Descriptive Interviewing process	Ed Wiens	Fall

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1989 12 11

Present: J. Bishop (Chairman); Trustees Desmarais and Clarke; Mesdames Dalziel, Knol, Masters, Mazza, Schram, Trott and Warren; Messrs. Adamson and Foster.

Not

Present: Trustee Kennedy, Mesdames Dennis and Oommen, Mr. Ormerod, Drs. Marshall, Newberry and Toby

Also

Present: A. Mutart (Hamilton Teachers' Federation)
 A. Kunc (Hamilton Principals' Association)
 B. Jazvac (Headmasters' Association)
 E. Hipkiss (Special Education - Area 4)
 Dr. M. Bountrogiani, Acting Chief Psychologist

Officials

Present: J. Yurkiw, Assistant Superintendent of Special Services
 R. Adams, Co-ordinator of Special Education

Mr. Yurkiw called the meeting to order and asked for nominations for Chairman.

Moved by Ms. Dalziel:

That Mrs. Bishop be nominated to serve as Chairman for the year ending 1990 11 30.

CARRIED.

Mrs. Bishop thanked the members for their support but cautioned that it was not necessary for her to serve as Chairman every year. She asked that a Vice Chairman be elected to facilitate the transition to the position of Chairman.

Mr. Desmarais suggested that the election of a Vice Chairman be placed on the January Agenda.

Mrs. Bishop asked for confirmation of the minutes.

Moved by Ms. Dalziel:

That the minutes of the 1989 11 15 meeting be approved as presented.

CARRIED.

Ms. Trott referred to the Middle School Update presented at the November meeting and expressed concern about the lack of information regarding Special Education in Middle Schools. Several other members supported Ms. Trott's viewpoint and Mr. Yurkiw agreed to arrange for another presentation dealing with Middle Schools.

Mrs. Bishop referred to Ms. Knol's concern regarding a teacher who was unaware of an identified student and added that she was aware of other students in similar situations.

Mr. Yurkiw reiterated that information regarding exceptional students is transferred from the JK-5 School to the Middle School in May or June. It is the responsibility of the Principal, LRT or Special Education Team to be aware of the exceptionality. The same situation occurs in moving from the elementary to secondary level.

Ms. Knol clarified that the situation involved a student already in secondary school, not a transfer from the elementary level and the parent was upset that the teacher was unaware of the gifted exceptionality.

Mr. Yurkiw agreed there was a concern with gifted exceptionalities where students may not wish to be designated as gifted, however, there is a responsibility of tracking the student.

Mr. Kunc agreed and suggested that perhaps a reminder would suffice to rectify the situation.

Mr. Desmarais requested clarification regarding secondary students who had been identified as exceptional in elementary schools. Mrs. Bishop indicated that this was a parent who had accepted the exceptional label, however the teacher was not advised. Unlike students transferring into Georges-P.-Vanier School, all exceptional students are not re-tested upon entering the secondary level.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

At the request of the Chair, members agreed to address the Priority Agenda Items under New Business as the first items of business. As the Membership Organization Updates were dealt with as the last item of business, it was moved by Mr. Desmarais:

That SEAC continue to meet past 9:30 p.m. to allow completion of Member Organization Update.

CARRIED.

Member Organization Update:

Parents' Committee, CNIB

Mr. Foster reported the next meeting is January 8th and a spokesperson from Seeing Eye Dogs will address the membership. He further advised the CNIB is starting a lottery calendar.

Hamilton & District Parents of Physically Handicapped Children

Mrs. Masters had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter

Mr. Adamson raised a concern that not all teachers participated in the two day Professional Activity days held in October. It was explained that P.A. days are not holidays but working days and could be used for professional development, school planning, meetings etc. If a parent has a concern about a teacher, the issue should be raised with the principal of the school.

Association for Children and Adults with Learning Disabilities

Mrs. Trott asked if there is a Board policy to add an educational assistant when there are more than eight children in a congregated class. Mr. Yurkiw responded no, however, there are certain ratios where an Educational Assistant is put in some programs, i.e. behaviour or orthopaedic exceptionalities. A Principal must justify his request for an EA in a specific class.

Ms. Trott then raised a concern about students identified with a communications disability who were placed in a self-contained classroom. She understood the teacher remains with the students half a day, then the students are integrated the remainder of the day. She asked if it is Board policy to integrate children without parental consent.

Mr. Yurkiw explained it was difficult to respond without knowing the school or the program; however, in general terms, integration is based on individual programs. In a middle school program, integration is encouraged, as is the use of the resource room.

Following further discussion, Mrs. Bishop suggested that Ms. Trott discuss the matter with Mr. Adams following the meeting.

Mrs. Trott then asked if it is policy to integrate students of a self-contained class into the regular phys ed and music classes. Mr. Adams responded that it is not policy, however integration would start in classes where student has strengths. Mr. Kunc agreed, noting some

students cannot participate in phys. ed. and others love it.

Augmentative Communication Collective

Ms. Schram had no report

Hamilton & District Society for Disabled Children

Ms. Dalziel had no report.

Hamilton Council of Home & School Association

Mrs. Warren reported that some Boards have pamphlets available regarding each exceptionality and she thought it was an excellent policy.

Association for Bright Children

Ms. Knol had no report.

CHAIRMAN'S REPORT:

Report of SEAC Conference

The SEAC Conference was attended by Mesdames Bishop, Knol and Warren.

Ms. Warren reported on a Workshop discussion with Mr. Howard Markovitch, Senior Psychologist at the Scarborough Board of Education and panel discussion headed by Gordon Baker, SEAC Chairman, Peel Board of Education and Ron Gaston, a Trustee with the Simcoe County Roman Catholic Separate School Board and Principal for the Peel R.C. School Board. Both workshop and panel discussion centred on significant factors that will impact on Special Education in the next decade. Many of the concerns related to program and delivery given fiscal restraints, parental involvement, and mainstreaming.

Mrs. Bishop advised the conference was excellent, well attended and provided lots of information and useful material. Further she felt the workshops were all of high standard, however one workshop was unable to be completed as the representative of the Ministry of Education was under such attack. She did understand that the per pupil grant for Special Education will be reviewed in an attempt to reach a ceiling which is fair to all Boards.

Ms. Knol reported on a workshop which detailed how to run an effective SEAC meeting with Eleanor Godin, of Godin Associates. Discussion included such topics as Purposes of Meeting, Setting the Agenda and Evaluation Strategies. She and Ms. Warren congratulated our SEAC committee for the manner in which the meetings are conducted, however, Mrs. Bishop anticipates a change in the presentation of the Agenda and discussion methods.

Moved by Ms. Dalziel:

That a small committee be struck in order to evaluate the current process by which Agendas are put together and implemented.

CARRIED.

Mrs. Bishop asked that anyone wishing to participate on this committee speak with her following the meeting. She then circulated a Meeting Evaluation Form and asked members to return it before the meeting was completed. She expressed thanks to the Board for the opportunity to attend the conference stating all three participants deemed the money well-spent.

Mr. Bishop circulated two documents from the Ministry of Education for the information of members: Education Funding in Ontario and Annual Review of Special Education Plans, 1989-1990.

Assistant Superintendent's Report

- 1) Mr. Yurkiw advised that videos continue to be viewed at 6:30 p.m. The next video will be entitled "I am not Stupid", and is a continuation of videos relative to drugs.
- 2) Two reference documents will be available to members: a) "A Starting Point" - A guide to services for parents of disabled children and b) "ACCESS" - Support services for learning disabled students in Ontario post-secondary institutions.
- 3) Mr. Yurkiw circulated copies of correspondence from the Board of Education for the City

of Windsor to the Ministry of Education regarding Ministry definitions to identify educable and trainable retarded (attached). As Dr. Marshall has volunteered to supply members with more accurate terminology, Mr. Yurkiw viewed this material as information.

- 4) Mr. Yurkiw provided data regarding Access by Parents to School Information (attached), as requested at the previous meeting.
- 5) Mr. Yurkiw then referred to discussions regarding school hours, as raised by Mr. Adamson at the December meeting. He noted that guidelines for the Trainable Retarded programs enable Boards to reduce the length of a school day. These guidelines apply also to the Autistic program length of day. He indicated that Special Education school time is a complex issue involving the student's ability to participate for a full day of instruction as well as consideration of departure and arrival times. Most students exceed the 5 hour minimum as required by the Ministry. Mr. Yurkiw noted that some students are maintained either at school after hours on a volunteer basis or at a day care, when parents are not home to accept the child earlier.

Mrs. Masters also detailed another incident when bus departure time was the obstacle to extending the school day and felt it was an inappropriate response. Mr. Yurkiw suggested the parent discuss this special case with the school.

Mr. Adamson thanked Mr. Yurkiw for the information but noted the specific concern was at Westwood where some children depart at 3:00 p.m., and others at 3:45 p.m. It was felt the extra 45 minutes would benefit the students.

Mr. Yurkiw noted that at Westwood four students receive the five hours and are dismissed at 3:00 p.m.; two are partially integrated for a longer day and two are fully integrated for a full day's program. He suggested that the parent who felt the student should have a longer day review the program with the principal and staff.

Mr. Adamson agreed that the children receive a full day program until 3:00 p.m., which includes a supervised lunch and therefore is considered instructional time. The parents disagree with that interpretation of 'instructional time' including the lunch hour.

Mr. Yurkiw agreed that due to severe emotional problems, instructional time and life skills may become blurred; however, he maintained most students have a five hour day.

Following further discussion, it was moved by Mr. Adamson:

That the Board aim to provide a normal length of school day wherever possible, regardless of exceptionality.

Mr. Desmarais suggested that Mr. Adamson review his motion and that it be placed on the January Agenda for consideration. Mr. Adamson agreed.

NEW BUSINESS:

Psychological Update

Mrs. Bishop welcomed and introduced Dr. Bountrogiani, who is currently Acting Chief Psychologist, replacing Dr. Pryor.

Dr. Bountrogiani reviewed the report (attached). Assessment is still the first priority of the department encompassing over 50% of staff time. Her report listed numerous objectives of the Psychological Services Department under "Effective Service", "Team Development" and "Personnel Development". Dr. Bountrogiani reviewed the statistics per area and by staff member regarding the number of outstanding referrals, consultation hours per month for assessment referrals and consultation hours for non-referrals, i.e. DARTS meetings, inservice, counselling parents, etc. She pointed out that statistics for Georges-P.-Vanier School were included in Area 1 statistics.

Mrs. Clarke referred to non-referral consultation hours, and cautioned that specialized personnel must be appropriately used within the system to take advantage of their speciality.

Ms. Trott noted that if employees work 140 to 160 hours per month, half their time was spent on referral work.

Dr. Bountrogiani reviewed the personnel for each area explaining that though she would prefer permanent staff for continuity, they continue to have a large casual budget.

Ms. Trott drew attention to the information that only one psychologist was assigned to secondary students. Mr. Yurkiw agreed there was a need to improve services to secondary students, but it was the goal to make each area more compatible to the needs of all schools. This issue is under discussion: do we add system people or train and add people on an area basis?

Dr. Bountrogiani added that universities accept some students with severe disabilities, but require a recent psychological assessment and she anticipates this will increase the strain at the secondary level, along with exceptional students moving from elementary to secondary level.

Ms. Dalziel referred to the 267 children on the waiting list and enquired as to the average length of time between referral and assessment. Dr. Bountrogiani responded the average across the city is three months but per area it varies between one month to five months.

Ms. Warren asked if referral students were prioritized, however, Dr. Bountrogiani explained that they prefer to handle students according to the date of referral unless it is an emergency.

Ms. Dalziel questioned if the motion made by this committee at the last meeting identified the concern about the large number of children on the waiting list. The motion was read: "That SEAC is aware that the time frame for assessment is inappropriate and that additional psychological services are needed to reduce the waiting list". No changes were made to the motion.

Mrs. Bishop thanked Dr. Bountrogiani for her presentation.

September Ministry Report

Mr. Adams circulated a copy of the Elementary School Report which is used by the Research Department in gathering statistics for students in Special Education. His report also included class averages both in regular and special education. He felt the drop in students identified as General Learning Disabled (GLD) was due to better testing rather than a decrease in the number of students with disabilities. Mr. Adams also provided a summary of I.P.R.C.'s held for the month of October, and stated he anticipates making a monthly report.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

The Board of Education for the City of Hamilton

OFFICE OF THE
ASSOCIATE SUPERINTENDENT OF
CURRICULUM AND SPECIAL SERVICES



100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

MAILING ADDRESS
P.O. BOX 556
HAMILTON, ONT.
L8N 3L1

1984 01 02

To: All Principals
From: P. S. Beveridge
Re: ACCESS BY PARENTS TO SCHOOL INFORMATION
Discussed in Operating Procedure SP-10

For purposes of clarification, I would ask you to attach this memo to Operating Procedure SP-10.

The Children's Law Reform Act, 1982, Section 20(5), states that "access ... includes the right to visit with and be visited by the child and the same right as a parent to make inquiries and to be given information as to health, education and welfare of the child".

Interpretation of the phrase "to be given information" shall mean only interviews, verbal clarification and access to OSRs. Any request by the access parent for written reports, including copies of school reports or any reports found in the OSR, must meet current regulations whereby authorization is provided by the custodial parent or caregiver.

There may be exceptions, such as when both parents have custody although living apart, etc. Each situation must be studied carefully, but, as a general rule, authorization by the custodial parent is required for the release of any written report, even if requested by the access parent.

For further elaboration relative to access by parents to school information, please contact the office of the Supervisor of Adjustment Services.

Operating Procedure

TOPIC:

ACCESS BY PARENTS TO SCHOOL
INFORMATION

Page 1 of 2

AUTHORITY

- . Board Solicitors, February 7, 1983.
- . Children's Law Reform Act, 1982, Section 20(5):
"The entitlement to access to a child includes the right to visit with and be visited by the child and the same right as a parent to make inquiries and to be given information as to the health, education and welfare of the child."

PROCEDURE

1. When a request for access to school information is received, it is important to determine whether that person has a right to receive such information.
2. Where a father and a mother and the child reside as a unit, then both parents are CUSTODIAL PARENTS, and are entitled to make inquiries as to health, education and welfare of the child.
3. Where parents of the child live separate and apart, and the child lives with one of them, the Children's Law Reform Act provides for:
 - i) The CUSTODIAL PARENT--the parent with whom the child lives, has the right to make inquiries, and to be given information as to the health, education and welfare of the child, and has the right to provide traditional direction and authorization to the school which may be required of a parent from time to time.
 - ii) The ACCESS PARENT--the parent living apart, has the entitlement to visit with and be visited by the child, and the same right as the custodial parent to make inquiries and to be given information as to the health, education and welfare of the child.
 - iii) A parent whose right to access has been suspended, under a Separation Agreement or by Court Order, the right to make inquiries and be given information is suspended, in accordance with the terms of a particular Separation Agreement or Court Order. The wording of a Court Order is paramount to the wording of a Separation Agreement.

4. Principals, Board officials and other school personnel should determine the status of the inquiring parent. Identification, such as a driver's licence, general background information of the inquirer, full name of child, date of birth, etc., should be explored with the inquirer.
5. In the event that any parent or other person alleges that a parent is not entitled to access, then the principal or any other board personnel should request that satisfactory proof of the terms of a Separation Agreement or Court Order be provided. It is the duty of the parent who obtained such an Order to inform the principal or board official. In absence of being advised of such an Order or Agreement (promptly followed by documentary varification), either parent should be granted access to school records.
6. When information is provided to an Access Parent, the principal may advise the Custodial Parent that inquiries have been made.
7. A parent may include a person who is not a natural parent, but who has been granted parental status by an Order of the Court, such as a foster parent or an official of the Children's Aid Society.

Further information and advise may be obtained from the office of the Student Adjustment Services, 527-5092, ext. 361.

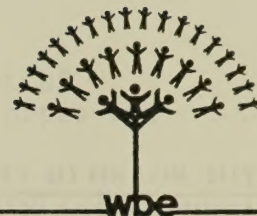
Operating Procedures

The purpose of this document is to provide a clear and concise description of the operating procedures for the system. This document is intended for use by all personnel who are responsible for the operation of the system. It is important that all personnel read and understand this document before operating the system. The procedures described in this document are based on the current configuration of the system. Any changes to the system configuration should be reflected in this document.

1. The first step in the operating procedure is to check the system status. This can be done by looking at the system status indicator. If the indicator is green, the system is operating normally. If the indicator is red, there is a problem with the system.

2. If there is a problem with the system, the next step is to check the error messages. These messages can be found in the system log. The error messages will provide information about the problem and suggest possible solutions.

3. If the problem is not resolved, the next step is to contact the system administrator. The administrator will be able to provide more information about the problem and help to resolve it.



THE BOARD OF EDUCATION FOR THE CITY OF WINDSOR

ADMINISTRATIVE OFFICE: 451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 (519) 255-3200

1989-11-06

NOV 09 1989

Director and Secretary of the Board
Hamilton Board of Education
P. O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Director/Secretary:

At its regularly scheduled meeting 1989-10-25, The Windsor Board of Education approved three resolutions regarding terms used in Ministry definitions to identify educable and trainable retarded pupils.

Attached is a copy of the letter sent by The Windsor Board of Education to the Minister of Education requesting his support of the resolutions.

The Windsor Board of Education further resolved that all member boards of the Ontario Public School Boards Association be invited to endorse and support these resolutions.

Please be kind enough to place these resolutions before your board for its consideration and endorsement.

Sincerely yours,

Stephen C. Payne
DIRECTOR OF EDUCATION

Attachment (1)

cc: M. J. Saffran
Z. B. Veres
File

M728.16m/D16-b4
1989-11-03
ret. 3m.



THE BOARD OF EDUCATION FOR THE CITY OF WINDSOR

ADMINISTRATIVE OFFICE: 451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 (519) 255-3200

1989-11-03

Honourable Sean Conway
Minister of Education
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Dear Mr. Conway:

At its regularly scheduled meeting held 1989-10-25, The Windsor Board of Education approved the following resolution submitted by the Special Education Advisory Committee

THAT THE S.E.A.C RECOMMEND THAT THE WINDSOR BOARD OF EDUCATION URGE THE MINISTRY OF EDUCATION:

1. TO REVIEW THE TERMS EDUCABLE RETARDED AND TRAINABLE RETARDED AND ANY OTHER LABELS OR DEFINITIONS THAT MAY HAVE NEGATIVE CONNOTATIONS;
2. TO CONSIDER DESCRIPTIVE TERMS THAT FOCUS ON THE ABILITIES AND STRENGTHS OF INDIVIDUALS WITH SPECIAL NEEDS;
3. TO CONSIDER TITLES THAT FOCUS ON GOALS AND OBJECTIVES OF THE PROGRAMS.

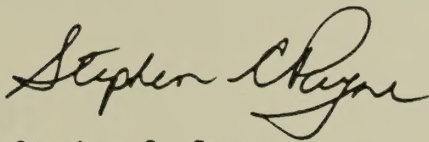
On behalf of the Trustees of The Windsor Board of Education and the parent representatives of the Special Education Advisory Committee, I urge you to give this resolution serious consideration. You can be assured that the resolution has the full support of parents of exceptional pupils who are labelled with these terms (educable retarded and trainable retarded) as well as our professional staff.

Finally, you should be aware that the Special Education Advisory Committee also recommended that The Windsor Board of Education invite the Ontario Public School Boards Association to support the resolution. I shall be corresponding with member boards to solicit their support.

M728.3f
1989-11-03
ret. 1m

Please do not hesitate to contact Mr. Zoltan B. Veres, Superintendent of Special Education and Special Services, for clarification regarding hopes and concerns expressed by the Special Education Advisory Committee.

Sincerely,



Stephen C. Payne
DIRECTOR OF EDUCATION

cc: M. J. Saffran, Superintendent of Operations
Z. B. Veres, Superintendent of Special
Services and Special Services
File
M. F. Cyze

THE SECRETARY OF THE ARMY
WASHINGTON, D. C. 20315

10/1/54

Walter H. ...

Director of ...

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TO:

Members of the SPECIAL EDUCATION ADVISORY COMMITTEE

FROM:

**Dr. Marie Bountrogianni
Acting Chief Psychologist
PSYCHOLOGICAL SERVICES DEPARTMENT**



1989 12 11

The Board Of Education For The City Of Hamilton

DRAFT

I N F O R M A T I O N P A M P H L E T

PSYCHOLOGICAL SERVICES IN THE SCHOOLS

The Board Of Education For The City Of Hamilton

1989 12 06

The Psychological Services Department consists of a Chief Psychologist, Psychologists and Psychological Consultants. The staff provides services to the six Areas within The Board of Education For The City Of Hamilton. The Superintendent of Curriculum, Special and Educational Services is responsible for the administrative direction of the Department.

The members of Psychological Services apply their knowledge of children's learning, development and emotional adjustment to problems that occur within the school environment. The service is available to students upon the request of school personnel or parents. Students of legal age can also request service.

MISSION STATEMENT

PSYCHOLOGICAL SERVICES IS DEDICATED TO SERVING STUDENTS, FAMILIES AND EDUCATORS BY PROMOTING AN UNDERSTANDING OF AN INDIVIDUAL'S INTELLECTUAL, SOCIAL, EMOTIONAL AND ACADEMIC DEVELOPMENT WHICH ENABLES STUDENTS TO REALIZE THEIR POTENTIAL.

TO CHILDREN

- Evaluate psychological and educational strengths and needs through an assessment that might include a review of the Ontario School Record, classroom observation, administration of tests, interviews with parents, teacher and child and contact with other professionals.
- Provide individual and group counselling.

TO TEACHERS

- Informal consultation to provide suggestions related to meeting the needs of students in the classroom.
- Assist in planning educational programs for students through participation in school Diagnostic and Resource Team meetings.
- Provide in-service regarding child development, management, learning problems and application of psychological research in the classroom.
- Assist in interpretation of standardized test scores.

TO PARENTS

- Provide information about their child's psychological and educational strengths and needs.
- Offer suggestions that will help them to work effectively with school personnel in meeting the needs of their child.
- Offer information pertaining to programs that address child rearing and school-related topics.

TO ADMINISTRATORS

- Facilitate the design, preparation and evaluation of proposals for educational programs through involvement on Area teams.
- Provide in-service education.
- Membership on Board Committees to assist in dealing with educational issues.
- Consultation to Board personnel on Identification, Placement and Review Committees.

A referral for assessment may be made after evaluation of the child's needs at a school Diagnostic and Resource Team meeting. Parents may request that their child's classroom performance be discussed at such a meeting.

Psychological Services requires that parents give written consent for assessment of a child under 18 years of age. If the need should arise for assessment results to be shared with persons outside The Hamilton Board Of Education, parents will be asked to give special written consent.

A copy of the written report is placed in the child's Ontario School Record (O.S.R.) for a period of up to three years. The original report is retained on file within the Psychological Services Department.

For Further Information Contact:

Psychological Services Department	521-2525
Area 1 Office	521-2507
Area 2 Office	521-2506
Area 3 Office	578-5244
Area 4 Office	574-1666
Area 5 Office	574-1668
Area 6 Office	521-2503

PSYCHOLOGICAL SERVICES
1989-1990

Dr. M. Bountrogianni
Acting Chief Psychologist

Objectives

A. Effective Service

1. To continue the process of computerization within the Department by field testing the program to record student characteristics. The objective of the program is to realize profiles of the characteristics of all the students who are tested within the Department. This will enhance our ability to make recommendations for program modification.
2. To continue the Department's review of currently available software which may be used to score and analyze psychological tests. This will increase our efficiency in scoring test protocols.
3. To reduce the waiting list for assessment by the creative use of full-time and part-time Psychological Consultant positions.
4. To increase the collaboration of the Psychology Department with other generic agencies in the city through regular meetings with the Chief Psychologist and Department Heads.
5. To continue the study of behaviourally disruptive students in conjunction with Chedoke/McMaster and, in collaboration with University College, Wales, to realize joint papers for publication and teacher in-service.
6. To assist the Primary Department in planning for provision in respect to developmentally handicapped students. Such assistance to include assessment and remedial programming suggestions.
7. The Gifted Program has been involved in the ongoing assessment of student programs and it is to be expected that this part of the Psychology Department will be proposing recommendations for change in Gifted provision. Such change will take the form of a written report. The report will cover both selection and educational support.
8. To encourage an administrative framework which allows individual Area Consultants to realize effective assessment practices and to support Area goals. Such support will include the realization of specialized administrative committees.

9. The secondary psychological support system will require re-planning in 1990/91, and must be expected to increase its staff requirements. Currently, one staff member serves all students in the secondary system. This is and, will become, an untenable situation. In addition, increased staffing for vocational student services should be considered.
10. The developmentally handicapped integration paper should be in the early stages of implementation. The Department may be expected to play a central role in assisting the system to identify children with exceptional needs and to program plan for those children. The key steps for implementation have already been outlined in the paper by the Chief Psychologist.
11. To commence development of assessment materials for English as Second Language students.

B. Team Development

1. To encourage individual Area Consultants to be effective members of Resource Teams. Communication with Area Supervisors will be maintained in order to enhance this initiative.
2. To enhance team development among the Psychological Staff by encouraging the exchange of ideas, expertise, etc. Formalizing this objective through regular meetings will be attempted.

C. Professional Development

1. To encourage Psychological Consultants to attend conferences, workshops to realize their potential as professionals.
2. To continue collaboration with professionals from outside agencies for exchange of ideas, knowledge, etc.

OFFICE MEMO

1989 12 11

TO: J. Yurkiw, Assistant Superintendent
Special and Educational Services

FROM: M. Bountrogianni, Acting Chief Psychologist
Psychological Services

RE: STATISTICS per AREA

TOTALS

AREA I	Darlene		Pat O.				89/10	89/11		
	89/10/30	89/11/30	89/10/30	89/11/30						
(a)	33	27	18	12			51	39		
(b)	39.50	25.50	37.25	40.25			76.75	65.75		
(c)	42.00	32.00	23.75	30.20			65.75	62.20		
AREA II	Gael		Lori		Doreen		89/10	89/11		
	89/10/30	89/11/30	89/10/30	89/11/30	89/10/30	89/11/30				
(a)	27	23	37	40	9	11	73	74		
(b)	26.75	17.75	20.20	?	30.00	49.25	76.95	67.00		
(c)	16.75	16.25	11.75	?	9.75	4.50	38.25	20.75		
AREA III	Pat S.		Jo-Ann		Jean		89/10	89/11		
	89/10/30	89/11/30	89/10/30	89/11/30	89/10/30	89/11/30				
(a)	32	26	30	32	6	4	68	62		
(b)	44.00	39.75	22.00	28.00	14.00	6.50	113.00	74.25		
(c)	23.00	25.55	21.50	25.25	-----	----	44.50	50.80		
AREA IV	Linda		Sheryn		Janice		89/10	89/11		
	89/10/30	89/11/30	89/10/30	89/11/30	89/10/30	89/11/30				
(a)	19	21	4	4	14	11	37	36		
(b)	67.75	4.50	27.00	24.00	24.75	25.00	119.50	53.50		
(c)	22.50	19.50	8.00	8.50	19.50	29.00	50.00	57.00		
AREA V	Lois		David				89/10	89/11		
	89/10/30	89/11/30	89/10/30	89/11/30						
(a)	17	14	9	15			26	29		
(b)	29.75	28.00	47.00	32.00			76.75	60.00		
(c)	23.50	34.00	4.25	25.75			27.75	59.75		
GROUND "0"	Marie		Gillian		Cynthia		Joe		89/10	89/11
	89/10/30	89/11/30	89/10/30	89/11/30	89/10/30	89/11/30	89/10/30	89/11/30		
(a)	1	-----	21	22	2	3	2	2	26	27
(b)	-----	?	30.50	30.50	35.75	22.00	?	?	66.25	52.50
(c)	15.00	?	35.50	29.00	2.50	16.00	?	?	53.00	38.00

- (a) Waiting List
 (b) Consultation Hours (Referral-Based, Form 1)
 (c) Consultation Hours (Non-Referral Based, Form 2)

PSYCHOLOGICAL SERVICES DEPARTMENT

PERMANENT STAFF PER AREA

1989 / 1990

	<u>PERMANENT STAFF</u>	<u>WHAT IS NEEDED</u>	<u>WAITING LIST AS OF 1989 12 01</u>
AREA 1	1.5 + .5 (FI Systems) = 2.0	+ .5	39
AREA 2	1.4	+ .6	74
AREA 3	1.6 + .4 (TR Systems) = 2.0	+ .5	62
AREA 4	1.4	+ .6	36
AREA 5	2.0	--	29
GROUND "0"	3.0	+ .5 (HS)	27
	<u>11.8 *</u>	<u>+2.7</u>	<u>267</u>

* 11.8 + .2 (Floating Permanent Day) - Used for Reducing Waiting List

RESEARCH REPORT

RESEARCH REPORT

1961

RESEARCH REPORT	RESEARCH REPORT	RESEARCH REPORT	RESEARCH REPORT
1.0	2.0	3.0	4.0
5.0	6.0	7.0	8.0
9.0	10.0	11.0	12.0
13.0	14.0	15.0	16.0
17.0	18.0	19.0	20.0
21.0	22.0	23.0	24.0
25.0	26.0	27.0	28.0
29.0	30.0	31.0	32.0
33.0	34.0	35.0	36.0
37.0	38.0	39.0	40.0
41.0	42.0	43.0	44.0
45.0	46.0	47.0	48.0
49.0	50.0	51.0	52.0
53.0	54.0	55.0	56.0
57.0	58.0	59.0	60.0
61.0	62.0	63.0	64.0
65.0	66.0	67.0	68.0
69.0	70.0	71.0	72.0
73.0	74.0	75.0	76.0
77.0	78.0	79.0	80.0
81.0	82.0	83.0	84.0
85.0	86.0	87.0	88.0
89.0	90.0	91.0	92.0
93.0	94.0	95.0	96.0
97.0	98.0	99.0	100.0

ELEMENTARY SCHOOL SEPTEMBER REPORT 1989

STAGE ONE

FOR 1989, THE SEPTEMBER REPORT WILL BE COMPLETED IN TWO PARTS. PART 1 OF THE SEPTEMBER REPORT (A ONE PAGE REPORT) WILL BE FORWARDED TO THE SCHOOLS FROM MR. RIELLY'S OFFICE IN MID-SEPTEMBER. IT IS DUE AT THE RESEARCH DEPARTMENT ON OCTOBER 6, 1989. AS THIS ONE PAGE REPORT FORMS THE BASIS FOR THE ENROLMENT GRANT PAYMENTS, IT IS ESSENTIAL THAT THE DUE DATE BE MET.

STAGE TWO

STAGE TWO OF THE REPORT CONSISTS OF FOUR PAGES PLUS THE TEACHING STAFF LIST. EACH PAGE HAS AN ORIGINAL AND FOUR COPIES. THE LAST COPY IS A WORKING COPY TO BE USED BY THE PRINCIPAL FOR THE INITIAL DRAFT.

THE SIGNATURE OF THE PRINCIPAL IS REQUIRED AT THE BOTTOM OF PAGE ONE. AFTER COMPLETION, THE PRINCIPAL IS TO KEEP EACH BLUE COPY. THIS WILL BE A READY REFERENCE IF ANY SECTION IS QUERIED BY THE BOARD OR BY THE MINISTRY DURING THE YEAR. THE REMAINDER OF THE FORM IS TO BE FORWARDED TO THE BOARD BY NOVEMBER 14TH. IF QUESTIONS ARISE, CONTACT YOUR BOARD OFFICE.

G. EDUCATION FOR EXCEPTIONAL PUPILS, SEPTEMBER 30, 1989/
L'ÉDUCATION DE L'ENFANCE EN DIFFICULTÉ
AU 30 SEPTEMBRE, 1989

G. EDUCATION FOR EXCEPTIONAL PUPILS, SEPTEMBER 30, 1989/ L'EDUCATION DE L'ENFANCE EN DIFFICULTE AU 30 SEPTEMBRE, 1989			Special Education Classes Classes d'enfants en difficulté				Regular Classes Classes ordinaires						TOTAL (11)
Area of Exceptionality/Type de difficulté	GENDER/ SEXE	Fully self-contained Entièrement distinctes		Partially integrated Partiellement intégrées		Withdrawal assistance Assistance hors classe		Resource assistance Assistance en classe		Indirect service Service indirect			
		English/ Anglais (1)	French/ Français (2)	English/ Anglais (3)	French/ Français (4)	English/ Anglais (5)	French/ Français (6)	English/ Anglais (7)	French/ Français (8)	English/ Anglais (9)	French/ Français (10)		
01 BEHAVIOURAL EXCEPTIONALITIES/ ANOMALIES DE COMPORTEMENT Socially Maladjusted, Emotionally disturbed/ — Mésadaptation sociale, perturbation affective-	M												
02 —	F												
03 COMMUNICATIONS EXCEPTIONALITIES/ ANOMALIES DE COMMUNICATION	M												
04 Autistic/Autisme	F												
05 Hearing Impaired/Défectuosité de l'ouïe	M												
06	F												
07 Learning disabled/Difficultés d'apprentissage	M												
08	F												
09 Speech and language impaired/ Troubles de la parole ou du langage	M												
10	F												
11 INTELLECTUAL EXCEPTIONALITIES/ ANOMALIES D'ORDRE INTELLECTUEL	M												
12 Gifted/Surdoué(s)	F												
13 Educable Retarded/Déficients mentaux légers	M												
14	F												
15 Trainable Retarded/Déficients moyens	M												
16	F												
17 PHYSICAL EXCEPTIONALITIES/ ANOMALIES D'ORDRE PHYSIQUE	M												
18 Visually Impaired/Handicap visuel	F												
19 Other physical disabilities/ Autres handicaps physiques	M												
20	F												
21 MULTIPLE EXCEPTIONALITIES/HANDICAPS MULTIPLES Multi-Handicapped/Handicaps multiples	M												
22	F												
23 TOTAL													

H. REMEDIAL AND SPEECH-LANGUAGE PROGRAMS SEPTEMBER 30, 1989/
ENSEIGNEMENT CORRECTIF ET RÉÉDUCATION DE LA PAROLE AU 30 SEPTEMBRE, 1989

		ENGLISH/ANGLAIS		FRENCH/FRANÇAIS	
		M (1)	F (2)	M (3)	F (4)
01	Language Arts/Langage				
02	Mathematics/Calcul				
03	Speech-language/Rééducation de la parole				
04	TOTAL				

I. ADDITIONAL LANGUAGE INSTRUCTION IN 1988-89/
COURS DE LANGUE ADDITIONNELS EN 1988-89

		ENGLISH/ANGLAIS		FRENCH/FRANÇAIS	
		M (1)	F (2)	M (3)	F (4)
01	Students/Élèves				

J. ENROLMENT IN PERSONAL AND PRACTICAL STUDIES IN 1989/90/
EFFECTIF DES ÉTUDES PERSONNELLES ET ACTIVITÉS PRATIQUES EN 1989/90

		Grade 7/ 7 ^e année		Grade 8/ 8 ^e année	
		M (1)	F (2)	M (3)	F (4)
01	Industrial Arts/Arts industriels				
02	Family Studies/Sciences familiales				
03	Business and Industry/Commerce et Industrie				
04	Life Skills and Parenting/Préparation à la vie et éducation des enfants				
05	Other (specify)/Autre (préciser)				
06	TOTAL				

K. HOME INSTRUCTION IN 1988-89/
ENSEIGNEMENT À DOMICILE EN 1988-89

		ENGLISH/ANGLAIS		FRENCH/FRANÇAIS	
		M (1)	F (2)	M (3)	F (4)
01	Students/Élèves				

REPORT ON AVERAGE CLASS SIZE: ELEMNTARY SCHOOLS
DATA AS OF SEPTEMBER 30, EACH YEAR

SUMMARY BY GRADE

YEAR	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP ED	GLD	GFTD	GRADES 1 - 8
1973-74	17.6	21.8	24.2	28.5	28.9	29.9	30.3	31.0	30.6	29.3	7.0	12.9		29.06
1974-75	18.3	22.7	24.0	28.1	28.5	29.4	30.0	30.1	30.8	29.3	7.1	12.5		28.54
1975-76	18.7	20.9	23.7	26.5	27.5	28.3	28.5	30.1	29.3	29.1	7.3	12.3		27.76
1976-77	17.9	20.5	23.6	26.6	28.1	28.8	28.7	29.6	28.5	28.4	7.7	12.5		27.61
1977-78	18.2	20.9	23.7	26.8	27.8	28.3	28.6	28.1	28.7	28.7	7.3	12.7		27.47
1978-79	18.4	20.0	23.7	26.7	27.8	29.4	29.1	29.4	28.5	27.8	7.1	12.4		27.58
1979-80	18.5	20.2	23.9	26.8	27.7	28.6	29.0	29.0	28.6	27.2	7.3	11.9		27.44
1980-81	18.9	21.0	24.4	26.4	28.3	28.5	29.7	30.1	28.2	27.2	7.3	11.9		27.67
1981-82	18.4	19.7	23.9	26.5	27.3	28.7	29.4	29.6	28.2	27.7	7.2	11.7		27.51
1982-83	18.5	20.2	24.3	26.5	27.1	29.0	30.2	29.1	27.5	28.6	7.4	11.1		27.58
1983-84	17.8	19.8	23.8	25.8	27.0	27.3	27.8	28.9	28.4	27.5	7.5	9.8	19.8	26.87
1984-85	18.0	19.2	24.0	25.6	27.2	27.9	28.7	28.3	27.7	28.4	7.6	9.0	19.8	27.00
1985-86	18.0	19.7	24.2	25.4	26.6	28.0	28.5	27.1	28.3	26.3	7.1	9.5	17.9	26.62
1986-87	18.2	20.6	24.0	25.5	26.7	27.4	28.4	27.9	28.6	26.3	7.8	9.8	17.1	26.67
1987-88	17.5	20.6	24.2	25.2	26.0	26.7	27.2	26.8	27.0	28.0	7.5	9.8	16.9	26.20
*1988-89	17.9	19.3	23.6	24.6	25.3	26.3	26.8	25.4	27.1	26.1	7.4	8.2	18.4	25.45
1989-90	17.63	19.19	21.88	22.82	23.99	25.07	25.96	25.02	25.84	24.12	7.12	8.19	19.20	24.11

*Revised from previous reports

Research Services Department
Hamilton Board of Education
October 15, 1989
Revised November 9, 1989

SPECIAL EDUCATION DEPARTMENT

SUMMARY OF I.P.R. 3 FOR OCTOBER

DESCRIPTION	AREA ONE	AREA TWO	AREA THREE	AREA FOUR	AREA FIVE	TOTAL
Total Number of Students Presented to the SIPRC	7	9	7	13	3	39
* Total Number of Annual Reviews * Change of Placement to a Specific Learning Disabilities class * Change of Placement to a Regular Class * Change of Placement to a Behavioural Exceptionalities class * Change of Placement to a General Learning Disabilities class * Change of Placement to a Language and Speech Improvement class * No change of Placement * Placed in "Recess" * Change of Placement to an Orthopedic class	0	0	1	2	0	3
				2		
* Total Number of Students Placed "In Recess"		2		1	1	4
* Total Number of Students Identified as Communicational		4	3	9	2	24
* Specific Learning Disabilities Class Placement * Regular Class Placement * Hearing Impaired Class Placement * Language and Speech Improvement Class Placement	5	1		3	2	
		2	3	6		
	1	1				
* Total Number of Students Identified as Intellectual	1	3	1	0	0	5
* General Learning Disabilities Class Placement * Primary General Learning Disabilities Class Placement * Regular Class Placement		2	1			
		1				
* Total Number of Students Identified as Behavioural	0	0	1	1	0	2
* Behavioural Exceptionalities Class Placement			1	1		
* Total Number of Students Identified as Multiple	0	0	1	0	0	1
* Assessment Class Placement * Regular Class Placement			1			
* Total Number of Students Identified as Physical	0	0	0	0	0	0
* Total Number of Students Identified as Non-Exceptional	0	0	0	0	0	0
***** T O T A L S *****	7	9	7	13	3	39

CAYONHBLW 26
A 37

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL MEETING

1990 03 12

URBAN MUNICIPAL
MAR 15 1991
GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Trustees Bishop, Desmarais, Kennedy and Clarke; Mesdames Dennis, Masters, Mazza, Oommen, Schram, Trott and Warren; Miss Dalziel and Ms. Knol; Drs. Marshall and Toby; Messrs. Adamson and Foster)

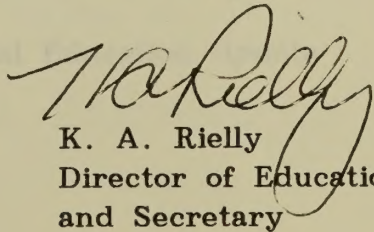
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1990 03 21 in Rooms 2, 3 and 4 at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

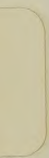
Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives



A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1990 03 21

Confirmation of minutes of the last meeting 1990 02 21.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

- 1) Member Organization Update (see attached list)
(a) Hamilton & District Society for Disabled Children - N. Dalziel
- 2) Report of Annual Review Committee - J. Bishop
- R. Adams
Pages A1 to D1
- 3) (a) Assistant Superintendent's Report - J. Yurkiw
(b) Co-ordinator's Update - R. Adams

ACTION ITEM

- 4) Exceptionality Identification - J. Yurkiw
(Please bring material from February meeting) (Pages 1-2)

INFORMATION ITEMS

- 5) Priority Agenda Items
(a) S.E.R.T. & Integration Update - E. Wiens
Consultant, Special Education
(Pages 3-10)
- (b) September Statistics - Special Education Update - R. Adams

NOTE: A Video will not be shown prior to this evening's meeting.

RECEIVED EDUCATION ADVISORY COMMITTEE

1990 02 21

Continuation of minutes of the last meeting 1989 02 21

GENERAL

BUSINESS ARISING OUT OF THE MINUTES

- 1) Member Organization Update (see attached list)
(a) Resolution to Disband the Disband Committee
- 2) Report of Annual Review Committee
(a) Disband Committee
(b) Disband Committee
- 3) (a) Assistant Superintendent's Report
(b) Superintendent's Report

ACTION ITEM

- 1) Expenditure Identification
(a) Expenditure Identification

INFORMATION ITEMS

- 1) Expenditure Identification
(a) Expenditure Identification
- 2) Expenditure Identification
(a) Expenditure Identification

NOTE: A copy will not be shown prior to this meeting's meeting.

**SPECIAL EDUCATION ADVISORY COUNCIL
MEMBERSHIP 1989-1990**

Chairman of S.E.A.C.

Bishop, Mrs. Judith
131 Barclay Street
Hamilton, Ontario L8S 1P6
H: 528-7740

Elected Officials of the Board

Bishop, Mrs. Judith
Clarke, Mrs. Mary Caye (Chairman of the Board)
Desmarais, Mr. Jean
Kennedy, Mr. Peter

Members of Local Associations/Organizations:

Adamson, Mr. Ian
Ontario Society of Autistic Citizens
Hamilton-Wentworth Chapter
B: 1-688-5550 Ext. 3917
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100, Ext. 7416
H: 522-5413

Dennis, Ms. Sophie
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Foster, Mr. Jeff
C.N.I.B.
Parents' Committee
B: 528-8555

Marshall, Dan
Ham. & District Assoc
for the Mentally Retarded
B: 522-5522
H: 525-1140

Knol, Ms. Doreen
Assoc. for Bright
Children
H: 522-0620

Masters, Mrs. Judy
Hamilton and District Parents
of Disabled Children
H: 383-2384

Oommen, Mrs. Frances
Down's Syndrome Assoc.
H: 383-4779

Trott, Mrs. Sylvia
Association for
Children & Adults
with Learning
Disabilities
H: 523-1332

Warren, Mrs. Liz
Hamilton Council for
Home & School
H: 525-0358

Additional Members of S.E.A.C.:

Mazza, Ms. Vida
Hamilton Wentworth
Home Care Program
B: 523-8600

Schram, Mrs. Geraldine
Augmentative Communications
Collective
B: 521-2100 Ext. 7833

Toby, Dr. J.
Ontario Psychological
Association
H: 528-6058

Resource Person:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
521-2100 Ext. 7207

Ormerod, Lynn
Canadian Hearing Society
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Board Representatives

Yurkiw, Joe
Assistant Superintendent
of Special & Educational
Services
B: 527-5092, Ext. 360

Adams, Bob
Coordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, A.,
Ham Teacher Fed.

Kunc, A.,
Ham Principals' Assoc.

Jazvac, B.,
Secondary Sch. Principals' Assoc.

Hutton, D.
O.S.S.T.F. Representative

Secretary:

Vander Beek, Mrs. Claire
B: 527-5092, Ext. 274

To : members of the Special Education Advisory Committee

Regarding: ANNUAL REVIEW OF SPECIAL EDUCATION, 1990: Feedback from members at the February SEAC meeting, grouped according to topic.

ACTIVITIES TO BE CONTINUED :

Spectrum of Service

Continue the options and choices. The Hamilton Board is supporting the Ministry of Education in its directive that there will be a continuum of services.

Range of special programs.

Spectrum of services, which should be attached to the child.

Integration

Continue process, commitment and perseverance towards integration.

Affirm the Board's philosophy in its mission statement on integration either in full or in part for all disabled students.

Continue the integration of all students from self-contained classes.

Continue to affirm the Board's philosophy in the mission statement on integration, either in full or in part, for all disabled students. (The neighborhood school for disabled children does not appear to be the first option for the disabled child but should always be considered first.)

Continue to assess how students in self contained classes can be integrated into the regular classroom program.

Administration

Continue the progressive attitudes of the Board and SEAC.

Continue the positive , progressive relationship between officials and the SEAC committee.

Continue the integration of the delivery of special education services through the decentralised areas.

In-service of Staff

Continue in-service of staff at the classroom level re

perception of children who have come out of special education i.e. continue to change attitudes of staff.

Continue the in-service of teachers, including opportunities to view other programs in other boards.

Educational Assistant

Continue and expand the use of (Special Assignment) Educational Assistants (to the system) by letting E.A.s reduce their involvement with individual students, and for the other students to teach the special needs kids.

Autistic Program

Keep structure of the present autistic program

ACTIVITIES TO BE STOPPED:

Integration Issues

Segregated T.R. schools

T.R. classes should be disbanded.

The large numbers of exceptional students in a few schools e.g. Huntingdon Park and Lisgar.

Classes in non-age appropriate surroundings.

Transportation Problems:

Reduce bussing by encouraging children to start off in their regular school, so walking to school, saving time and getting stimulation.

The length of the school day tied to the needs of the carriers and transportation.

Physically handicapped :

Schools being unprepared for the needs of new physically disabled students i.e. minor renovations such as grab bars have not been made; hinges are not changed on the bathroom door to allow ease of entry for non-ambulatory students; educational assistants or other resources are not in place when the student starts.

The physical disability determining placement rather than the educational needs of the student.

START

Evaluation

Evaluation of programs

Evaluation of existing programs by province and the Board.

How successful are our Board's programs e.g.: How many identified children continue in High school and for how long?

The Identification, Placement and Review Process

Start identifying students earlier.

Start reviewing the place and function of the IPRC procedures to include:

- IPRC and the allocation of resources for the student and for management
- tracking of students, and an integration with the computer records system
- identification of multiple needs
- long and short term planning for the student
- long and short term planning for management
- IPPs and their use for long range planning for the student.

Integration Issues

Start long-range planning and year-to-year goals for the student, so that skills can be developed that the student will need when leaving school.

Have High schools more geared to the end product ,i.e. skills needed for further education or the work place.

Encourage exceptional students to be involved in extra-curricular activities.

More Resources

Improving the resources for specialities e.g SLD /computer services/ psychological testing etc.

Improving resources e.g lack of treatment space for nurse or therapist, educational assistants.

Providing more resources at the secondary level.

More resources for students with behaviour disorders.

Programs for Literacy

Early literacy programs for augmentative communication users.

Address illiteracy problems in a formal way.

Co-op

More co-op programs for exceptional students

Gifted Program

Provide a model as a focus for the gifted program, which would make clear that this is not an elite program but one for students who are expected to produce at a high level.

Transportation

A transportation review including carriers and safety etc.

Provincial Schools

A clearer relationship between the provincial schools and the Board.

DRAFT

Recommendations re Exceptionality Identifications and Definitions

The above request has been directed to Special Education, Psychological Services and S.E.A.C. for some input regarding the above topic.

At S.E.A.C., we have discussed concerns regarding the label "retarded" and further discussion on the question has been tabled. The community (Hamilton/Wentworth Association for Mentally Retarded) has after much debate and discussion indicated they will wait for M.O.E. direction. Currently they indicate they may refer to themselves as ASSOCIATION FOR COMMUNITY LIVING.

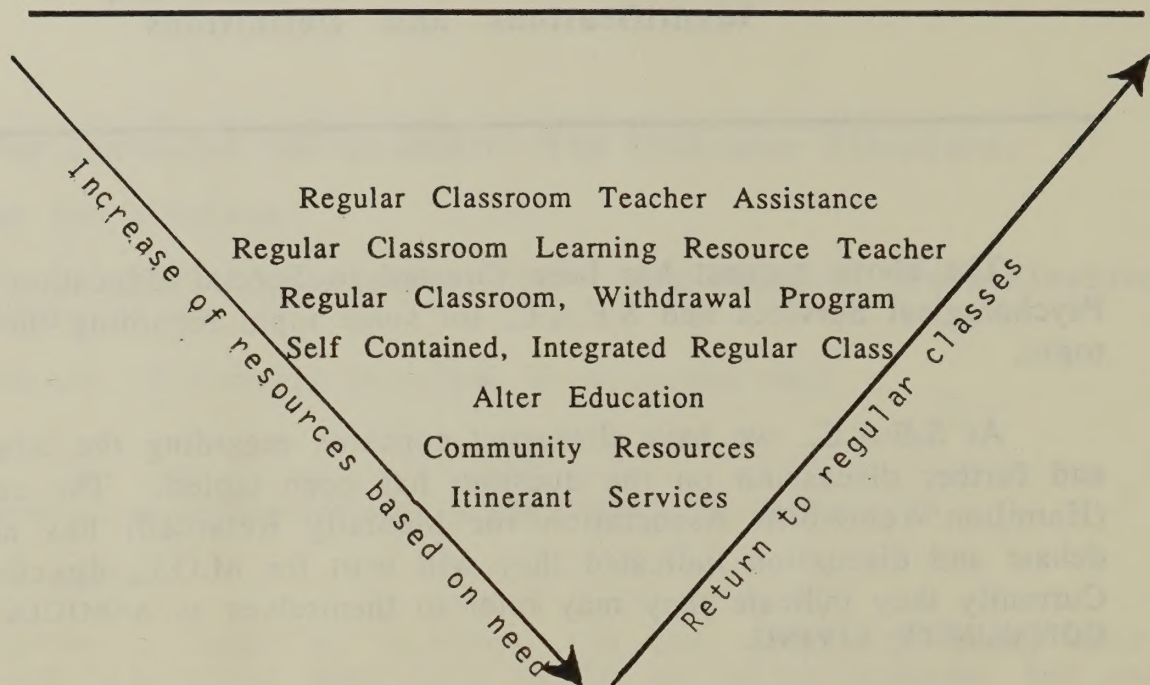
C.E.C. (Ontario) recognizes that for administrative purposes we maintain "labels" but we should change TRAINABLE & EDUCATABLE RETARDED, (no alternatives suggested).

With our more profoundly disabled, in Hamilton, we use DEVELOPMENTALLY DELAYED. Other boards have requested we support this new terminology. Current U.S. terminology is UNIQUE LEARNERS.

At S.E.A.C., we have identified that it is not what you call these exceptionalities but it is the attitude of the publics about which we should be concerned. Some recommend no labels. Yet health and medical resources provide their own labels, eg. Autistic, Cerebral Palsy, Schizophrenics, etc.

In summary there is no consensus except that labels should be gradually removed.

From an educational point of view it appears that, other than the labels "imposed" on us by the medical community, we may through careful assessment and observation, look at the special needs of the student and provide a spectrum of resources as required.



The above "spectrum" is based on the need, not a label. The goal towards normalcy should allow us to provide programs without labels and generally list the educational needs that must be met while at school. The broad categories of Communications, Behaviour, Intellectual, Physical, may be all we require.

We also note that universities and community colleges require some "labelling" for post secondary programs but that seems to vary from one institution to another.

Recommendations

- Gradually remove all labels but provide programs based on educational needs.
- On an interim basis, maintain labels for administrative purposes,
- Immediate suggestion for E.M.R., T.R., - **DEVELOPMENTALLY HANDICAPPED.**

JMY/pgb
90/01/30

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DRAFT

SERT PILOT PROJECT REPORT

(Condensed version)

(SPECIAL EDUCATION RESOURCE TEACHER)

prepared by

Ed Wiens

Special Education Department

SECRET

SECRET-PILOT PROJECT REPORT

(Classification)

SECRET-PILOT PROJECT REPORT

presented by

SECRET-PILOT PROJECT REPORT

SECRET-PILOT PROJECT REPORT

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Basic Philosophy of the SERT Pilot

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Implications of the SERT Philosophy

SERT Web

Operating Decisions (Pilot guidelines - a summary)

Recommendations: Staffing and Resources Committee

**Evaluation: General Observations
Formal Process
Recommendations**

APPENDICES AVAILABLE UPON REQUEST

Appendix 1 (I) Schools In the Pilot
(II) Staff in the Pilot

Appendix 2 Future State Indicators

Appendix 3 Pilot Guidelines(details) :

1. CHECKLIST OF ROLES OF THE SPECIAL EDUCATION RESOURCE TEAM
2. SUGGESTED STRATEGIES TO BE IMPLEMENTED BY THE RESOURCE TEAM
3. CHARACTERISTICS OF AN EFFECTIVE SERT TEAM
4. FACTORS INFLUENCING STUDENT SUCESS IN THE SERT PROGRAM
5. BASIC PHILOSOPHY OF THE SERT PROGRAM
6. "SERT PROGRAM USES TEAMWORK
TO SERVE SPECIAL STUDENTS BETTER"
7. THE TEAM COACHING MODEL
8. SECONDARY IMPLICATIONS
9. SERT PILOT SCHOOL PLAN

Appendix 4 Recommendations: Staffing and Resources Committee

Appendix 5 Evaluation Instrument and Detailed Results

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APPENDICES AVAILABLE UPON REQUEST

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Basic Philosophy of the SERT Pilot

It is the intention of the SERT Program to be part of a spectrum of service for Exceptional Students, particularly for SLD and GLD students who may have been traditionally placed in a self contained environment. This spectrum of service includes more opportunities and emphasis on integration (not necessarily mainstreaming) into the regular classroom, while recognizing the need to retain some self contained classrooms, and some opportunities for withdrawal.

It is believed that for many, the most enabling environment is the regular classroom, with Special Education Intervention, through shared responsibility with the regular classroom teacher. It is also believed that the self-contained classes remain the best environment for some but not the majority of the exceptional students.

Students are placed by a System IPRC into a SERT school with the understanding that they would benefit by a program that predominantly emphasizes integration into the regular classroom, with support. Short term withdrawal may also occur on occasion, depending upon the needs of the students. Consequently, within each school the balance between integration and withdrawal may fluctuate from time to time depending upon the needs of each student.

The SERT (teacher) is part of a SERT (Team), comprised of a minimum of the SERT, LRT, Regular teacher, and the Principal. Although the SERT (teacher) is responsible for facilitating the needs of the exceptional students, it is the team's responsibility to share program and legal responsibilities. The philosophy of the program is enhanced in those schools who meet regularly as a team and accept the concept of shared responsibility within their school.

Rationale

In the document "An Intervention Model for the Decentralized '90's", it was indicated that the Hamilton Board of Education experienced a "bulge" in the number of self-contained classes, particularly classes for G.L.D. and S.L.D.. Historically, there were few demissions from the self contained classes and few students deemed Exceptional within the regular classroom.

The Ministry and support groups such as the Council for Exceptional Children (C.E.C.), and current research indicates an increased awareness that for many Exceptional Students, the most enabling environment is the regular classroom, with Special education intervention through shared responsibility with the regular classroom teacher. There is also a recognition that self-contained classes remain the best environment for some but not the majority of Exceptional Students. Consequently, there is a need for Boards of Education to provide a spectrum of service for students, which would allow opportunities ranging from support in the regular classroom for the majority and self contained environments for the needy few.

Prior to the creation of the SERT Pilot, several schools had already changed the delivery of service to Exceptional students from traditional self-contained settings, to varying degrees of integration with support into the regular classroom. In June of 1988, with formal approval from Senior Management, fourteen schools (Appendix 1) were brought together for the first time to share successes, and to officially begin the SERT Pilot Project. The purpose of the Pilot was to look at ways to reduce the "bulge" and to provide a spectrum of services to exceptional students that included more emphasis on integration within the regular classroom (with support). The Pilot also was intended to collectively focus the energies of the schools, to develop procedures and practices, and following evaluation to provide system direction for possible expansion.

Under the direction of Ed Wiens, each school was asked to identify a Special Education Resource Team, consisting of a minimum of the Principal, LRT, "SERT" (formally a self contained teacher within the school), and a classroom teacher. From September to December of 1988, selected principals, teachers, and consultants formulated their vision of "Future State Indicators" (Appendix 2). These indicators are statements of where they would like to be ultimately, and they are intended to direct their actions for the duration of the pilot and beyond. Following approval of the Future State Indicators from each member of the SERT teams, six committees were formed to develop strategies (Plans of Action) for the two years that would help them move towards their desired indicators. Each committee is made up of a variety of principals, teachers, LRT's, SERT's, and consultants. The chair of each committee also belongs to an overall Steering Committee.

The Committees are :

Steering (Chairs of the other committees)

SERT Guidelines

Resources and Staffing

In-service

Heightened Awareness

Evaluation

The work of each committee has been shared, modified, and evaluated following 6 large group sessions, in which all SERT members from each school were in attendance. During the last year extensive in-service has also occurred within each pilot school, using a modified "peer coaching" model.

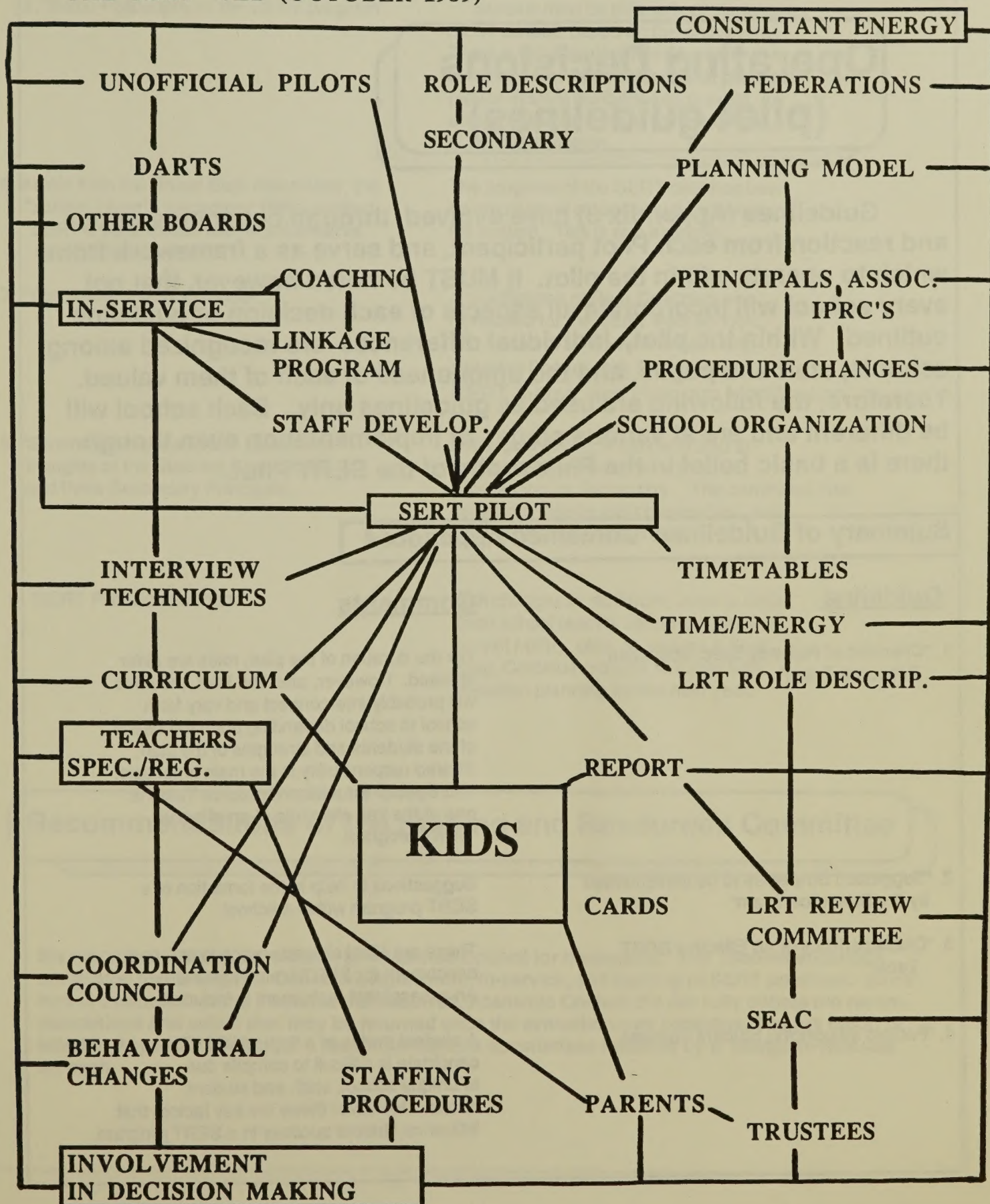
Implications of the SERT Philosophy

The impact of the SERT Philosophy are extensive. Among some of the implications are:

- shared responsibility of addressing student needs in the home school
- effective DART process
- more Area Involvement in System IPRC's
- placement and numbers of self - contained classes
- redeployment of Self-Contained teachers to SERT's
- clear definitions of roles of the LRT and SERT
- In-service: Regular and Special Education Staff
- Curriculum documents to address needs of Integrated Exceptional students

Either directly or indirectly, the SERT pilot has influenced or been influenced extensively throughout the system. The following "WEB" illustrates the interconnectedness of the Pilot.

THE SERT WEB (OCTOBER 1989)



Operating Decisions (pilot guidelines)

Guidelines (Appendix 3) have evolved through committee work and reaction from each Pilot participant, and serve as a framework from which to operate within the pilot. It **MUST** be noted however, that not every school will incorporate all aspects of each decision or guideline outlined. Within the pilot, individual differences are recognized among schools, staff and pupils, and the uniqueness of each of them valued. Therefore, the following are used as guidelines only. Each school will be different and are at various stages of implementation even though there is a basic belief in the Philosophy of the SERT Pilot.

Summary of Guidelines Contained Appendix 4

<u>Guideline</u>	<u>Comments</u>
1. "Checklist of Roles of Spec. Education Resource Team"	For the duration of the pilot, roles are differentiated. However, after the Pilot, the roles will probably interconnect and vary from school to school depending upon the needs of the students and strengths of the staff. Shared responsibility is the main emphasis. The Special Education Resource Team is one of the key elements of an effective SERT program.
2. "Suggested Strategies to be Implemented by the Resource Team"	Suggestions to help in the formation of a SERT program within a school
3. "Characteristics of an Effective SERT Team"	These are ideal characteristics to use as a benchmark for SERT teams to consider. An assessment instrument is included.
4. "Factors Influencing Student Success"	A student profile of a "typical" SERT candidate is difficult to compile due to unique school, staff, and student needs. However these are key factors that influence student success in a SERT program.

- | | |
|---|---|
| 5. "Basic Philosophy of the SERT program" | Schools must be officially designated as SERT schools based on the philosophy. There is still a system need for self-contained classrooms. Unofficial pilots may reduce system flexibility and prevent control of the balance in the spectrum of service available. |
| 6. Article from the Board Staff Newsletter, the "School Team" (December 1989) entitled "SERT program uses teamwork to serve special students better" | The progress of the SERT pilot has been communicated extensively throughout the system. This is one example. |
| 7. "The Team Coaching Model" | A modification of Peer Coaching was developed for the SERT Pilot schools, and involved five in-service sessions stressing Consultancy Skills, Effective SERT teams, and Program Modification. |
| 8. "Secondary Implications.." (collective thoughts of the Steering Committee and three Secondary Principals. | Although the Pilot is concentrated at the elementary level, there are implications for Secondary. The committee has compared needs and philosophies, and looked at future directions. |
| 9. "SERT Pilot School Plan " | With changes in staff from June to Sept., each school team is asked to formulate an exit / entry plan, as well as a Start, Stop, Continue process to assist with transition planning for the next year. |

Recommendations of the Staffing and Resources Committee

Six recommendations were taken to Academic Council for discussion. The recommendations are related to staffing ,the Collective Agreement, in-service, and posting of SERT positions. Since formal evaluation of the Pilot had not occurred, Academic Council did not fully debate the recommendations and asked that they be returned once the evaluation was complete. The full report is listed in Appendix 4, with the 6 recommendations summarized followed by a complete rationale for each.

Evaluation

General Observations

We have evaluated our progress constantly along the way and have received tremendous positive input and direction from each Special Education Resource Team member within the pilot. For those within the pilot, there is no doubt that significant changes have occurred which have positively impacted on Exceptional Students.

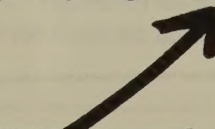
Several factors have significantly contributed to the success within each school such as:

- The strong support and belief of the principal
- Regular meetings of Special Education Resource Team (within the school and with other SERT Teams during Pilot In-service sessions).
- High level of energy and belief of the Principal LRT SERT and Classroom teacher as a team.

Formal Evaluation Process

Although evaluation has been ongoing throughout the Pilot, formal evaluation included a confirmation of the "Future State Indicators" as well as an extensive process developed in conjunction with Research Services. The Evaluation instrument and process are included in Appendix 5, along with a detailed report of findings. The following is a brief summary of the evaluation results and accompanying recommendations.

Not yet complete



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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1990 04 10

URBAN MUNICIPAL

APR 17 1990

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS

SPECIAL EDUCATION ADVISORY COMMITTEE

(Trustees Bishop, Desmarais, Kennedy and Clarke; Mesdames Dennis, Masters, Mazza, Oommen, Schram, Trott and Warren; Miss Dalziel and Ms. Knol; Drs. Marshall and Toby; Messrs. Adamson and Foster)

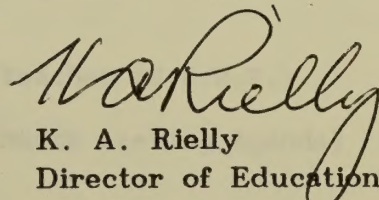
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1990 04 18 in Rooms 2, 3 and 4 at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

I



A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1990 04 18

Confirmation of the minutes of the 1990 02 21 meeting and 1990 03 21 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Membership Update (see attached list)
Presentation F.A.C.E. (Facial & Cranial Abnormalities) S. Dennis
2. Chairman's Report J. Bishop
3. a) Assistant Superintendent's Report J. Yurkiw
 - Holbrook Program
 - Parent Information - Special Education
 - Home Care - Update
 - Educational Assistants - Updateb) Co-ordinator's Report E. Hipkiss

ACTION ITEMS

4. Exceptionality Identification J. Yurkiw
(Please bring material from February meeting)
5. Annual Report - Approval J. Bishop
(Please bring report distributed at March meeting)

INFORMATION ITEMS

6. Priority Agenda Items
 - Special Education Resource Teacher (S.E.R.T.)
& Integration Update E. Wiens(Please bring material from March meeting Agenda)

IF YOU ARE UNABLE TO ATTEND THIS MEETING, PLEASE CONTACT THE MINUTE ROOM 527-5092 EXT 274
--

SPECIAL EDUCATION ADVISORY COUNCIL MEMBERSHIP 1989-1990

Chairman of S.E.A.C.

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131 Barclay Street
Hamilton, Ontario L8S 1P6
H: 528-7740

Elected Officials of the Board

Bishop, Mrs. Judith
Clarke, Mrs. Mary Caye (Chairman of the Board)
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Warren, Mrs. Liz
Hamilton Council for
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Ham. & District Assoc
for the Mentally Retarded
B: 522-5522
H: 525-1140

Oommen, Mrs. Frances
Down's Syndrome Assoc.
H: 383-4779

Dennis, Ms. Sophie
About FACE
(Facial & Cranial
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Hamilton Wentworth
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B: 527-5092, Ext. 360

Adams, Bob
Coordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, A.,
Ham Teacher Fed.

Kunc, A.,
Ham Principals' Assoc.

Jazvac, B.,
Secondary Sch.Principals' Assoc.

Hutton, D.
Consultant, Special Education

Secretary:

Vander Beek, Mrs. Claire
B: 527-5092, Ext. 274

OPEN FORUM

How does the community support your child?

To answer this question, a panel of guest speakers will respond to audience questions:

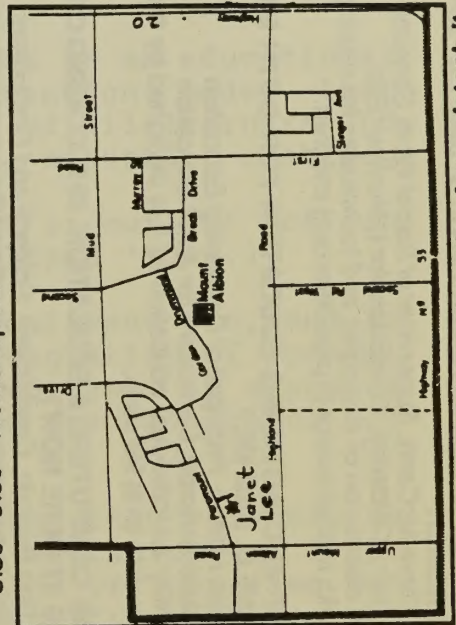
Shirley Collins - M.P.P. for Wentworth
Joe Fitzpatrick - Child Advocate & Lawyer
Dr. Bill Mahoney - Chedoke-McMaster Hospital
Kathryn Zavarella - Public Health/Adolescent Serv.
Aznive Mallet - PATH Employment Services
Elske Eyberten - A. A. T. D.
Elizabeth Bond - Supt. of Program, Wentworth
Bruce Wallace - Panel Moderator, Board Chairman,
The Wentworth County Board of Education

+
A series of workshops will address specific areas. The program agenda allows you to choose either a workshop and the panel or two workshops. From the 13 workshops, you need to select your top 4 choices.

+
Each school will have a display that showcases school highlights and describes special services offered. Other Wentworth Board support services will be similarly displayed.

AGENDA

6:30 - 7:00 Wentworth Junior Choir
7:00 - 7:30 Greetings & Introduction of Panel
7:30 - 8:15 Workshop #1 or Panel Discussion
8:15 - 8:30 Coffee Break
8:30 - 9:30 Workshop #2



Please complete the registration form, detach it and return it to your child's school.

You are invited to:

W.I.L.D.* OPEN FORUM

How does the community support your child?



May 17, 1990
6:30 - 9:30 p.m.
Janet Lee Public School
(Gatestone & Paramount)

presented by the:
Special Education Advisory
Committee (S.E.A.C.)
The Wentworth County
Board of Education

*Wentworth Is Learning Devoted

REGISTRATION FORM

OPEN FORUM

HOW DOES THE COMMUNITY SUPPORT YOUR CHILD ?

c/o ANY WENTWORTH COUNTY BOARD OF EDUCATION SCHOOL
OR THE PROGRAM SERVICES DEPARTMENT,
10 McMASTER AVENUE,
DUNDAS, ONTARIO. L9H 4M5.

OPEN FORUM:

HOW DOES THE COMMUNITY
SUPPORT YOUR CHILD?

WORKSHOP CHOICES

FROM THE FOLLOWING, PLEASE SELECT YOUR TOP FOUR (4) CHOICES AND RECORD THESE ON YOUR REGISTRATION FORM. ONE OR TWO OF THESE WILL BE PROVIDED, DEPENDING UPON WHETHER YOU HAVE CHOSEN ONE WORKSHOP AND THE PANEL OR TWO WORKSHOPS.

#1. I WANT MY CHILD IN THE HOME SCHOOL.
WHAT ABOUT A LEARNING CENTRE?

Peter Greenberg, Principal of Collegiate Don Wood, Principal of Dundas Central
A description of Wentworth's new pilot program and how this is tailored to the character of the school.

#2. WHAT ARE THE ALTERNATIVES FOR
REGULAR SECONDARY PROGRAMS?

Robert Elliott, Principal of Orchard Park S.S.
Barb Ridley, Special Education Consultant
A description of a variety of programs offered to the secondary student who wants something different.

#3 I DON'T UNDERSTAND "SPECIFIC LEARNING
DISABILITY!"

Dr. Faith Kaplan, Psychologist
Shirley Chaisson / Sylvia Meyer, Sp. Ed. Consultants
Betty Lindsay, Learning Centre teacher
Mary Reid, Resource teacher
A description of this disability and what it means to a student who is having problems learning.

#4 EDUCATION MUST BE JOINED TO INDUSTRY.

Ron Mauro, Coordinator of Co-operative Education
Peter Mottola, Entrepreneurial Studies, Co-op Ed.
Students in school are working with many employers and getting credits at the same time. Find out how.

#5 MENTALLY AND PHYSICALLY CHALLENGED
PUPILS IN SPECIALIZED SETTINGS

Margaret McRobert, Principal of Glenwood
Brian Reed, Consultant for Multiple/Physical/TR
Highly specialized programs respond to the needs of very special pupils. What do they offer handicapped children and youth?

#6 WHY CHILDREN MISBEHAVE: A SIMPLE AP-
PROACH

Steve McCann, Supervisor of Social Work Services
Harry Corderley, Consultant for Behaviour Exc.
A discussion of strategies and techniques for dealing with misbehaviour in preadolescent children.

#7 IS CONTINUING EDUCATION FOR BOTH MY
CHILD AND ME?

Jim Horton, Principal of Continuing Education
Julie Ashcroft, Consultant for Adult Education
Truly an individual education as it is designed by the student to fit life style.

#8 COMPUTERS & EDUCATION. IS IT COMING OR
IS IT HERE NOW?

Don Buntain, Coordinator, Science and Computers
This is a glimpse of the present and the future; yet, you can be a time traveller too.

#9 I WANT TO DEVELOP MY CHILD'S SELF-
ESTEEM. HOW DO I DO IT?

Diane Wyatt, Special Class teacher
Kevin Crouse, Vice Principal, Orchard Park S.S.
Self-esteem is a wonderful gift to give to your child and there are many opportunities every day to do this. Find out how.

#10 I WANT TO BE A PARTNER WITH MY CHILD'S
SCHOOL.

Cecil Hamilton, Brock University Lecturer
Grace Smith, Principal, Mountain View P. S.
By working together both the school and family provide the best settings for growth.

#11 A DIAGNOSTIC CENTRE? WHAT IS IT AND
WHAT CAN IT DO FOR MY CHILD?

Linda Whitwell, Coordinator, Assessment Services
This highly specialized program for intense problem solving is needed by some of our pupils. Is your child one of them?

#12 LEARNING STYLES.

Katharine Brinks, Hamilton Spectator writer and Teacher
This workshop will discuss learning styles (e.g. visual and auditory) and how these affect your child's learning and the teacher's approaches.

#13 HOW DO I MAXIMIZE MY CHILD'S GIFTED-
NESS?

Nancy Harper / Richard McComb, Sp. Ed. Consultants
Learn ways to maximize your child's potential.

OPEN FORUM: HOW DOES THE COMMUNITY SUPPORT YOUR CHILD?

WORKSHOP CHOICES
LIST IN ORDER OF PREFERENCE

CHOICE A: _____

CHOICE B: _____

CHOICE C: _____

CHOICE D: _____

NAME: _____

ADDRESS: _____

POSTAL CODE: _____

HOME TELEPHONE: _____

AGENDA SELECTION: ☐ PANEL + WORKSHOP ☐ OR ☐ TWO WORKSHOPS

Please complete all parts and return this form to your child's school, by March 23rd

Special Education Advisory Committee

Annual Review of Special Education

In reviewing the Special Education services of the Hamilton Board, the Special Education Advisory Committee was unanimous in identifying the strengths of the present delivery of special education programs; these are the range of programs provided, the options and choices available to students, and the continuum of services and programs in place. The directive from the Ministry of Education that a spectrum of services will be available to students is being fully endorsed by the Hamilton Board. To insure the continued quality of these programs SEAC supports further commitment by the Board to in-service training.

SEAC endorses the mission statement of the Special Education Department:

The Special Education Department believes in an educational system which is based on an intervention model that recognizes the unique characteristics of all learners and which is delivered within the most natural, enabling environment.

(The Special Education Department's outline of an Intervention Model for the Decentralized '90's.)

and encourages the Board to continue its commitment to, and to develop the appropriate processes for, the integration of special education students into regular classroom programs. It supports the Board's decision to close the remaining special school for the Trainable Retarded this June.

The Ministry of Education is requesting that all boards develop evaluation procedures for special education for 1991. SEAC strongly supports the need for evaluation of programs and teachers. It would be good to be able to identify where are the most successful interventions for special education students. Evaluation will be an important issue in the coming year.

No report on Special Education services would be complete without recognition being given to the positive and progressive relationship which has developed between the officials and SEAC, which is valued by the Committee.

Given the preceding comments, to continue to develop quality programs and services SEAC respectfully submits the following recommendations:

In order to further implement the mission statement of Special Education SEAC recommends:

- a) That the neighborhood school should be the first consideration for placement for all students regardless of their disability.

- b) That the educational needs should determine the placement of physically disabled students rather than their physical needs.
- c) That the six Superintendents of Schools should be the primary administrators of Special Education programs to continue the re-organisation of the Board, and to integrate the delivery of special education with other school based programs and services.
- d) That regular classroom teachers be provided with further in-service on the special education needs of their students.
- e) That the Board not congregate large numbers of special education students together in elementary schools as presently at Huntingdon Park, Lisgar and Chedoke.
- f) That the Board discontinue classes in non-age appropriate surroundings.
- h) That schools plan to make any necessary minor physical changes (such as changing hinges and providing grab bars), and to have in place required special resources including personnel before a student with special needs starts. However, delay in completing these preparations should not be used as a reason for delaying the student's commencement date.
- i) That all schools encourage exceptional students to be involved in extra-curricular activities.

Program Issues

- a) That long-range planning and year-to-year goals be incorporated in all planning for special education students, so that skills can be developed that the student will need when leaving school.
- b) That literacy programs begin early for all students who are augmentative communication users.
- c) That more co-op programs be provided for exceptional students.
- d) That a decision be made on providing a model as a focus for the delivery of the gifted program.
- e) That clearer relationship between the provincial schools for the blind and the deaf and the Board be established.
- f) That the Board consider the adequacy of support programs in the composite secondary schools.

- g) That additional support is needed for students with behaviour disorders.

The Identification, Placement and Review Process

There needs to be clarification of the place and function of the IPRC procedures, including its use for:

- the allocation of resources for the student and for management;
- the tracking of students, and any possible integration with the schools computer records system ;
- the identification of multiple needs;
- long and short term planning for the student;
- long and short term planning for management.

Therefore, SEAC recommends:

- a) That a review of the current IPRC process be undertaken by June 1991.
- b) That such a review be undertaken with representation from SEAC, school principals, school superintendents, special services and special education.

Resources

- a) That there need to be improved resources for exceptional students, such as greater access to psychological and computer services.
- b) That adequate treatment space is needed in schools for the school nurse and therapists.
- c) That there be on-going maintenance of specialised equipment provided by the Board.

Transportation

The Ministry has drawn the attention of boards to the need for special procedures for the safe transportation of exceptional pupils. SEAC therefore recommends:

- a) That there be a review of transportation of exceptional students, which would include safety issues, and arrival and departure times from schools.
- b) That such a review include a member of SEAC, as well as a representative of schools where exceptional students are

transported.

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1990 06 11

URBAN MUNICIPAL

JUN 16 1990

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Trustees Bishop, Desmarais, Kennedy and Clarke; Mesdames Dennis, Masters, Mazza, Oommen, Schram, Trott and Warren; Miss Dalziel and Ms. Knol; Drs. Marshall and Toby; Messrs. Adamson and Foster)

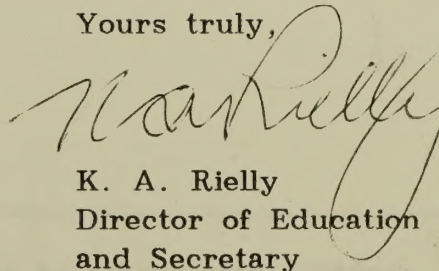
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1990 06 20 in Rooms 2, 3 and 4 at 19:00 hours at the Education Centre.

Attached is an agenda of the items to be discussed.

Your attendance is requested.

Yours truly,



K. A. Rielly
Director of Education
and Secretary

rm
Attachment

Notice to all Trustees and Representatives

LIBRARY OF
GOVERNMENT DOCUMENTS

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1990 06 20

Confirmation of the minutes of the 1990 05 16 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Membership Update (see attached list)
Presentation About F.A.C.E. (Facial and Cranial Abnormalities) S. Dennis
2. Chairman's Report J. Bishop
 - a) S.E.A.C. membership 1990-1991
 - For Action:
 - b) Priority Agenda Items - Page 1
 - c) Annual Report of SEAC to the Board - Pages 2 and 3
3. Co-ordinator's Report E. Hipkiss, R. Adams
 - a) Annual Report 1990
 - b) L.R.T. Report

INFORMATION ITEMS

4. Priority Item:
Developmentally Disabled (T.R.) - Update E. Hipkiss
5. Harmonizing Differences R. Adams
Building for Tomorrow (C.E.C.) - see attached separate book
6. Accessibility Report 1990-91 R. Orlando

If you are unable to attend this meeting,
please contact the Minute Room, 527-5092 ext 274

SPECIAL EDUCATION ADVISORY COUNCIL MEMBERSHIP 1989-1990

Chairman of S.E.A.C.

Bishop, Mrs. Judith
131 Barclay Street
Hamilton, Ontario L8S 1P6
H: 528-7740

Elected Officials of the Board

Bishop, Mrs. Judith
Clarke, Mrs. Mary Caye (Chairman of the Board)
Desmarais, Mr. Jean
Kennedy, Mr. Peter

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Hamilton-Wentworth Chapter
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H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100, Ext. 7416
H: 522-5413

Dennis, Ms. Sophie
About FACE
(Facial & Cranial
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527-8539

Foster, Mr. Jeff
C.N.I.B.
Parents' Committee
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Marshall, Dan
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B: 527-5092 Ext. 340

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Ham Principals' Assoc.

Jazvac, B.,
Hamilton Sec. Principals' Council

Hutton, D.
Consultant, Special Education

Secretary:

Vander Beek, Mrs. Claire
B: 527-5092, Ext. 274

Priority Agenda Items - suggested for 1990-1991

In the Fall: Whole meeting devoted to the role of SEAC and vision of Special Education for the 90's
 Other topics:

1. Evaluation:
 - a) of the measures used for deciding the effectiveness of Special Education programs
 - b) of the teachers involved with exceptional children
2. Data for planning:
 - a) the numbers of exceptional students by exceptionality and by provision of service in self-contained class, SERT, through a LRT, or teacher serviced by a LRT.
 - b) the number of non-exceptional students served by LRT
 - c) the numbers of students identified by IPRC September 1989-June 1990, by exceptionality and for September 1988 to June 1989.
 - d) numbers of exceptional students who graduate from Grade 12, from vocational schools and from composite schools
 - i) as a percentage of all exceptional students in Grade 12
 - ii) as a percentage of all graduating students in Grade 12
 - iii) as a percentage of all students in Grade 12
3. Provision of In-service training to regular and special education staff regarding special education.
4. Update - SERT pilot
5. Behaviour Disordered students - update on committee
6. IPRC review
7. Speech and Language Programs:
 - a) Special classes
 - b) Support to the developmentally disabled
 - c) Classroom support
 - d) Individual support
 - e) Role of Aide (Educational Assistant)
 - f) Relationship with community programs
8. Gifted - update of the review
- 9) Review of curriculum for the Developmentally Disabled

UNIVERSITY OF CALIFORNIA

EDUCATION DEPARTMENT

REPORT OF THE DEPARTMENT

FOR THE YEAR 1955-56

AND THE FISCAL YEAR 1956

OF THE UNIVERSITY OF CALIFORNIA

EDUCATION DEPARTMENT

FOR THE YEAR 1955-56

AND THE FISCAL YEAR 1956

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The Board of Education for the City of Hamilton



OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY

MAILING ADDRESS
P.O. BOX 2144
HAMILTON, ONT
L8N 2L7

100 MAIN STREET WEST
HAMILTON, ONT

TELEPHONE 416 527-5090
FAX 416 521-2536

1990 05 25

Mr. David McKee,
Director, Special Education and Provincial Schools Branch,
17th Floor, Mowat Block,
Queen's Park,
Toronto, Ontario
M7A 1L2

Dear Mr. McKee:

With reference to the review of exceptionalities and definitions outlined in the Special Education Information Handbook, 1984, the following motion was approved at our 1990 05 08 Board meeting:

That the Board recommend that the Ministry of Education cease use of the terms Educable Mentally Retarded (E.M.R.) and Trainable Retarded (T.R.) and use the term "Developmentally Disabled".

We understand the deadline for submissions has passed, however, this recommendation comes after much deliberation by our Special Education Advisory Committee. Therefore, we respectfully request consideration of this terminology change.

Yours truly,

K. A. Rielly,
Director of Education
and Secretary

CV

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2539



100 ouest, rue Ma
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2539

Director of Education & Secretary

Directeur de l'éducation et secrétaire

1990 05 18

Sheila Roy
Regional Director of Education
2025 Sheppard Avenue E., Suite 3201
North York, Ontario M2J 1W4

Dear Ms. Roy:

The enclosed review of Special Education for the Board of Education for the City of Hamilton was presented and approved by our Special Education Advisory Committee on April 18, 1990 and full Board approval was received on May 17, 1990.

The review was completed in compliance with the Board plan, The Development of Comprehensive Education Programs and Services 1982-85, Section 7, pg. 94.

During the past year we have continued to make minor adaptations to a number of programs depending on the degree and direction of disabilities and abilities. Within this report there are no major amendments that would warrant reporting to the Regional Office.

From the initial stages of this Review, SEAC has been involved and the committee has unanimously supported the enclosed report. During the process of review SEAC members have reflected on "all matters pertaining to special education" and have compiled a number of suggestions for future consideration by our Senior Management team. The results of such deliberations may well be reflected in our future Annual Reviews. A copy of this information is attached for your interest and further edification.

It should also be noted that the report from our minority language section will be forwarded in the near future.

In the past we have appreciated an opportunity to meet with your staff in order to discuss the contents of the report and provide clarification if necessary. Our administration continues to look forward to such progressive sessions and are quite prepared to be involved in a similar process during the forthcoming year.

If further information is required please contact my office (521-2501).

Very truly yours,

K. A. Rielly
Director of Education and Secretary

:ha
Encl.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

CA4 ON HBL W26

A37

1990

(Board of Ed.)

Agenda

SPECIAL EDUCATION ADVISORY COMMITTEE

WEDNESDAY, OCTOBER 17, 1990

DALEWOOD SCHOOL LIBRARY

6:45 PM - 9:30 PM

URBAN MUNICIPAL

OCT 18 1990

GOVERNMENT DOCUMENTS

Participants will have the opportunity to:

- . meet new S.E.A.C. members and renew acquaintances
- . deal with the perceptions of S.E.A.C. from the members', trustees' and administrators' viewpoints.
- . make recommendations for future meetings of S.E.A.C.
- . hear and react to the Superintendent of Program's perspective on the role of S.E.A.C.

A G E N D A

- 6:45 p.m. Nourishment and Conversation
- 7:00 p.m. Introduction, Objectives and Agenda
- 7:15 p.m. Activity #1 - Dialogue on Balanced Viewpoints
 - . dealing with the perceptions of members, trustees and administrators - Page 1
- 8:15 p.m. Nourishment Break
- 8:30 p.m. Directions for the 90's - D. Skidmore - Pages 2 and 3
 - . opportunity for dialogue
- 9:30 p.m. Summary and Closure

PLEASE NOTE CHANGE IN LOCATION OF THIS MEETING:
DALEWOOD SCHOOL IN THE LIBRARY

PLEASE SEE THE ATTACHED MAP FOR THE
LOCATION OF DALEWOOD SCHOOL

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Hutton, D.
Consultant, Special Education

<u>TRUSTEES</u> <u>Issues:</u> . Agendas are too packed . SEACs were legislated on Boards, so forced on them. . SEAC makes expensive recommendations . Recommendations are often greeted negatively by trustees . Board needs to accept committee in a positive way <u>Strengths:</u> . Good to have a channel of communication from the community (Important to be able to clarify issues, explain difficulties, create understanding and show positive work of the Board) . Policy is better with input from the community . Important to listen carefully to the community to work together to improve services to students . Group works as one, not for separate interests	<u>OFFICIALS</u> <u>Issues:</u> . Staff do not wish to make presentation before SEAC due to reputation for destructive criticism . Using larger issues to address personal concerns . Making one or two isolated incidents appear to be the norm across the system . becoming involved in topics outside of SEAC's jurisdiction . (some) still using SEAC as an adversarial forum . not enough time spent on the implications of decisions <u>Strengths:</u> . Less adversarial meetings . Support shown for special services . Less critical and negative meetings . Better feeling of being able to discuss concerns sensibly . Less feeling of "who is the power figure" here . less "showboating"	<u>SEAC MEMBERS</u> <u>Issues:</u> . Level of reports . Using expertise of SEAC . SEAC on appropriate committees . Use organizations as a resource to the system . Role not adversarial but cooperative . Planning Role . Superintendents' expectations of SEAC . Implementation of policies . Any gains are always at great cost of time and energy <u>Strengths:</u> . Acts as a watchdog . Make good and meaningful recommendations . Changes in policy . Big gains have come from subcommittees (but at great expense) . Attitudes have change towards SEAC . Bring the community voice . Provides a channel of communications . SEAC works well with officials . Works well as a group . Presence of teacher and principal reps appreciated
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100 Main Street W.
Hamilton, Ontario
1990 10 04

To the Chairman and Members
of the Development Committee

Ladies and Gentlemen:

Re: A Working Paper For Program Review

BACKGROUND

The purpose of this paper is to present an outline to the system as to how the Review of Special Services will proceed as outlined in item nine of the board's strategic planning priorities. As indicated at the Development Committee meeting of 1990 09 13 the Special Services Review will take place within the broader context of program issues; "The vehicle to accomplish this will take the form of a review of a number of our present special programs. This review will be a component of an overall program review being planned."

This is very much in keeping with the Program Department's mission statement and philosophy that all delivery of curriculum must be in an integrated format. The leadership of the Plan will be shared by the three supervisory officers in the Program Department.

PROCESS

For a formal review to have any validity or credibility it must endeavour to have a broad base involvement of stakeholders. To this end, the following will be invited to participate in this process: Trustees, Superintendents of Schools, Area Supervisors, Co-ordinators (Curriculum and Special Services), Consultants, Psychologists, Speech and Language Pathologists, Social Workers, Adjustment Counsellors, Representatives of the Principals and Vice Principals Associations (Elementary and Secondary), Federation representatives, SEAC representatives, Home and School Association representatives, Ministry of Education and appropriate community expertise where needed.

A series of evening and day workshops will be held in order to obtain the necessary input. This series of workshops will be organized and conducted by a planning team resourced by members of the Staff Development Department. Following the input sessions, there will be a writing/steering committee which will prepare a working paper to be vetted through the initial input groups. Following this, the revised working paper will be vetted further with the appropriate stakeholders in the system including: Superintendents of Schools, Principals and Vice-principals Associations, SEAC, Area Supervisors and any other appropriate individuals or groups.

Following this vetting process, a revised working paper will be presented to Senior Management. The subsequent outcome will form a report detailing further task forces which will be required to further analyze and implement the recommendations as identified through this process.

It is expected that in subsequent presentations to the Development Committee all of this activity will parallel any budget review or initiatives flowing out of the Program Department. In essence this process provides for the development of a strategic plan for the Program Department within the total framework of the Board's strategic planning activities; ie. Item Nine of the Strategic Plan.

TIMELINES

- 1) Late October/early November - input workshops
- 2) Mid November - development of working paper
- 3) Late November - vetting of draft working paper with the system
- 4) December - presentation to Senior Management
- 5) January/91 - presentation to Development Committee

CONCLUSION

By undertaking this review within an integrated context, it is expected that the subsequent outcome will provide a comprehensive strategic plan for the Program Department over the next three year period. It is important to bear in mind however, that the plan must be sufficiently flexible to accommodate any new initiatives or revisions flowing from either the Ministry of Education, the Trustees, the community at large or the system itself. Nonetheless, an organized and planned framework will allow for any of these initiatives within a planned framework.

RECOMMENDATION

It is recommended that this report be received for information.

Prepared and
submitted by:

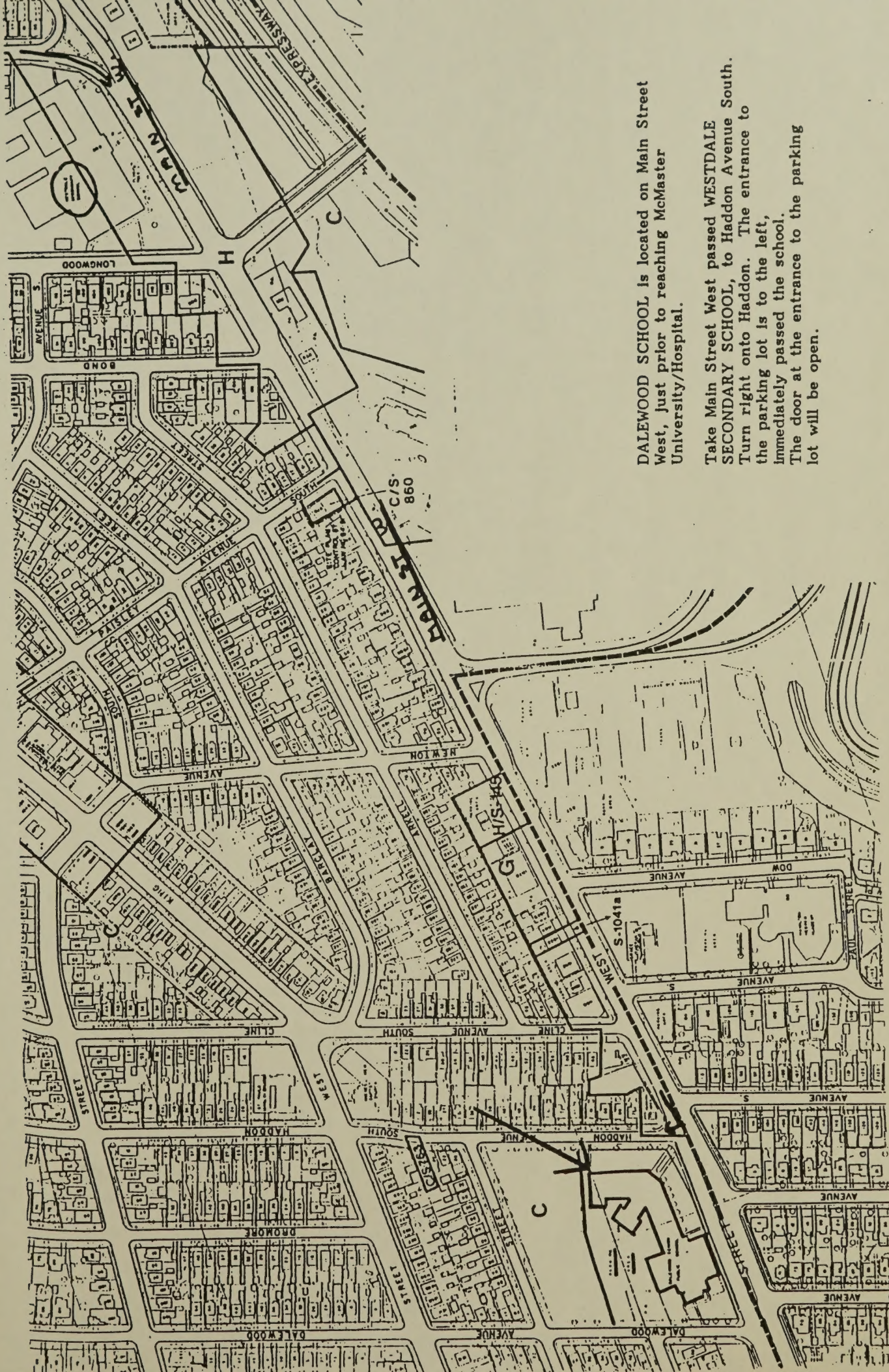
D. R. Skidmore
Superintendent of Program

Approved by:

K. A. Rielly
Director of Education and Secretary

:ha

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DALEWOOD SCHOOL is located on Main Street West, just prior to reaching McMaster University/Hospital.

Take Main Street West passed WESTDALE SECONDARY SCHOOL, to Haddon Avenue South. Turn right onto Haddon. The entrance to the parking lot is to the left, immediately passed the school. The door at the entrance to the parking lot will be open.

THE CITY OF CHICAGO
DEPARTMENT OF PUBLIC WORKS
OFFICE OF THE COMMISSIONER
OF STREETS AND SANITATION
CHICAGO, ILL.
JANUARY 1, 1900



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GOVERNMENT DOCUMENTS

A G E N D A

[Board of Ed.]

SPECIAL EDUCATION ADVISORY COMMITTEE

1990 12 12

Location: Lower Auditorium, Education Centre, 7:00 p.m.

Election of Chairperson

Confirmation of the minutes of the 1990 11 21 meeting.

GENERAL

NEW BUSINESS:

1. Membership Update (see attached list)
2. Board Update

BUSINESS ARISING OUT OF THE MINUTES:

- 7:45p 1. Continuation of Response to Review Committee
 of Special Services and Program

SPECIAL EDUCATION ADVISORY COUNCIL MEMBERSHIP 1990-1991

Chairman of S.E.A.C.

Elected Officials of the Board

Allen, Mr. Bert
Bishop, Mrs. Judith
Cunningham, Miss Margaret
Patenaude Barker, Mrs. Marie

Members of Local Associations/Organizations:

Adamson, Mr. Ian
Ontario Society of Autistic Citizens
Hamilton-Wentworth Chapter
B: 1-688-5550 Ext. 3917
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100, Ext. 7416
H: 522-5413

Dennis, Ms. Sophie
About FACE
(Facial & Cranial
Abnormalities)
527-8539

C.N.I.B.
Parents' Committee
B: 528-8555

Marshall, Dan
Hamilton Assoc
for Community Living
B: 522-5522
H: 525-1140

Assoc. for Bright
Children
H: 522-0620

Masters, Mrs. Judy
Hamilton and District Parents
of Disabled Children
H: 383-2384

Oommen, Mrs. Frances
Down's Syndrome Assoc.
H: 383-4779

Trott, Mrs. Sylvia
Association for
Children & Adults
with Learning
Disabilities
B: 523-1332
H: 545-1964

Riis-Culver, Mrs. Eva
Hamilton Council for
Home & School
H: 525-0358

Additional Members of S.E.A.C.:

Mazza, Ms. Vida
Hamilton Wentworth
Home Care Program
B: 523-8600

Schram, Mrs. Geraldine
Augmentative Communications
Collective
B: 521-2100 Ext. 7833

Toby, Dr.J.
Ontario Psychological
Association
H: 528-6058

Resource Person:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
521-2100 Ext. 7207

Board Representatives

Assistant Superintendent
of Program
Services
B: 527-5092, Ext. 360

Adams, Bob
Coordinator
of Special Education
B: 527-5092 Ext. 340

Mutart, A.,
Ham Teacher Fed.

Kunc, A.,
Ham Principals' Assoc.

Darrel Skidmore
Superintendent
Program
B: 527-5092, Ext. 502

Fulton, T.,
Ham. Sec. Sch. Principals' Council

Hutton, D.
Consultant, Special Education

Secretary: Vander Beek, Mrs. Claire
B: 527-5092, Ext. 274

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1991 12 04

Agenda Special Education

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Trustees Bishop, Patenaude, Wilson and Stewart; Mesdames Dennis, Howard, Krueger, Oommen, Schram, Riis-Culver, Trott; Miss Dalziel; Drs. Marshall, Mason and Toby; Messrs. Adamson and Parks)

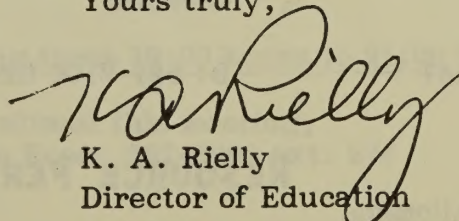
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for
Wednesday, 1991 12 11 at 19:00 hours at the Education Centre.

An agenda is attached.

Your attendance is requested.

Yours truly,


K. A. Rielly
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1991-1992

Chairman of S.E.A.C.

Elected Officials of the Board

Bishop, Mrs. Judith
Patenaude, Ms. Marie
Stewart, Mr. Bob
Wilson, Ms. Helen

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Mr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3917
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Marshall, Dr. Dan
Hamilton Association for
Community Living
B: 522-5522
H: 525-1140

Mason, Dr. Giancarlo
Association for
Bright Children
H: 526-1950

Parks, Brian
Hamilton & District Parents
of Disabled Children

H: 545-2739

Oommen, Mrs. Frances
Down's Syndrome Association
H: 383-4779

B: 523-8600 Ext 311

Trott, Mrs. Sylvia
Association for Disabled
Children & Adults with
Disabilities
B: 523-1332
H: 545-1964

Riis-Culver, Mrs. Eva
Hamilton Council for Home
and School
H: 528-2690

ADDITIONAL MEMBERS OF S.E.A.C.:

Ruby Krueger
Hamilton Wentworth Home Care
Program

B: 523-8600 Ext 147

Schram, Miss Geraldine
Augmentative Communications
Collective

B: 521-2100 Ext. 7833

Toby, Dr. Jeffers
O n t a r i o
Psychological
Association
H: 574-0498
B: (1-519-756-6301)

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Skidmore, Darrel
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Maddocks, Dave
Ham Principals' Assoc

Secretary: Vander Beek, Mrs. Claire
B: 527-5092 Ext 274

Sims, Jon
Ham Sec Sch Princ Council

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1991 12 11

Election of Chairman

Confirmation of the minutes of the 1991 11 20 meeting.
Confirmation of the Agenda.

Organizational Update

Members

(a) Ontario Society of Autistic Citizens

I. Adamson

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Workshop - Agenda Priority Items - attached

R. Adams

NEW BUSINESS:

1. Trainable Retarded Update

R. Adams

2. Other Business

REMINDER: New SEAC meeting times 19:00 hours to 21:00 hours

**If you are unable to attend this meeting,
please advise the Minute Room, 527-5092 ext. 274**

RESEARCH WITH THE

COMMITTEE

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SEAC AGENDA TOPICS

- Psychological Services Department Report: Implications for Special Education Identification and Placement
- Transitional Work Experience Program (T.W.E.P.)
- Accessibility Report
- Special Education Funding
- Action Team Reports
- Transportation Report
- Ministry of Education Report re: Special Education Enrolment
- Monthly I.P.R.C. Statistics
- Accommodation Issues
- Speech and Language Services
- Learning Resource Teacher Update/Statistical Information
- Accommodation Update: the Program for the Trainable Retarded
- Augmentative Program
- Care, Treatment and Correction Program (Section 27)
- Evaluation of Special Education Programs
- Behaviour Disordered Students - Update
- information re the mechanisms of funding Special Education

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